**University of Kentucky**

Department of Early Childhood, Special Education, and

Counselor Education

**Doctoral Program Policy**

**and Procedures Manual**

**for Students in the Formal Option in**

**Rehabilitation Counseling**

**Education,**

**Research, and Policy**

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**DEPARTMENT OF EARLY CHILDHOOD, SPECIAL EDUCATION,**

**AND COUNSELOR EDUCATION**

**DOCTORAL PROGRAM POLICY AND PROCEDURES MANUAL**

**FOR STUDENTS IN THE FORMAL OPTION IN**

**REHABILITATION COUNSELING EDUCATION,**

**RESEARCH, AND POLICY**

**Introduction**

This manual is designed to familiarize you with the program requirements for the Early Childhood, Special Education, and Counselor Education Doctor of Philosophy (Ph.D.) degree Formal Option in Rehabilitation Counseling Education, Research, and Policy. It contains information about program policies, procedures, and guidelines. To ensure appropriate and timely progress toward graduation, a specific sequence must be followed and adhered to procedures and policies. In addition to the policies described in this manual, students are subject to the standards and policies set forth in the University of Kentucky *Graduate School Bulletin*. The most current version of the Bulletin can be accessed online through the [Graduate School's website.](https://gradschool.uky.edu/graduate-school-bulletin)

**About the Department of Early Childhood, Special Education, and Counselor Education**

The University of Kentucky Department of Early Childhood, Special Education, and Counselor Education prepares educators, rehabilitation counselors, and other service providers to conduct research, develop best practices, and participate in professional activities that positively impact individuals in Kentucky and around the globe. The department offers degree programs at the undergraduate, Master’s and doctoral levels. The Department offers programs in interdisciplinary early childhood education, learning and behavior disorders, moderate and severe disabilities, and rehabilitation counseling. The Department offers a Ph.D. in Early Childhood, Special Education, and Counselor Education, with Formal Options in (1) Rehabilitation Counseling Education, Research, and Policy and (2) Special Education. In addition, we offer non-degree certificate programs in autism spectrum disorders, assistive technology, distance learning, learning and behavior disorders, moderate and severe disabilities alternative certification, and an endorsement curriculum in rehabilitation counseling with Kentucky State University. Rank II and Rank I programs are also offered in early childhood and special education.   

The Department consists of tenure-track faculty, adjunct professors, visiting lecturers, and support staff. A complete listing of Department and affiliated faculty is available in **Appendix A**. We offer on-campus for the doctoral program and distance learning courses for the Master’s program. Our department is active in service-learning, practicum, and fieldwork experiences. We pride ourselves on having a top-10 Rehabilitation Counseling (pending name change to Counselor Education and Supervision for the doctoral program) Program, and funding through numerous state and federal grants, including funding from the Institute for Educational Sciences, Offices of Special Education and Rehabilitation Services, Rehabilitation Services Administration, and the U.S. Department of Education. We are proud to be the home of an endowed professor in technology, an endowed chair in service-leaning, an endowed chair in rehabilitation counseling, a provost distinguished service professor, an alumni great teacher award recipient, a provost outstanding teaching award recipient, and recipients of multiple national awards. Our staff members have been recognized with the College of Education outstanding staff award and service awards.

The Department of Early Childhood, Special Education, and Counselor Education is committed to continuing its tradition of excellence and looks forward to your role in this tradition.

**Rehabilitation Counseling Program**

**Mission Statement**Our Program’s mission is to promote professional excellence through personal development and the highest academic standards as we work with our students, persons with disabilities, and our state and community partners in rehabilitation counseling to achieve equal rights, social justice, and quality of life for persons with disabilities in our community, in the Commonwealth of Kentucky, nationally, and globally.

**Program Goals**

The program is designed to:

1. Promote knowledge and scholarly inquiry.
2. Prepare students to inform professional practice by generating new knowledge for the profession.
3. Support faculty and students in generating and disseminating research and scholarship.
4. Develop students to assume positions of leadership in the counselor education profession.

**Program Objectives**

The University of Kentucky Rehabilitation Education, Research, and Policy Doctor of Philosophy degree program addresses professional development and roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of our program students. The specific objectives of this Ph.D degree program are to facilitate student acquisition of knowledge and skills as follows:

1. Counseling

Related to counseling including application of theories and techniques in professional counseling and education, counseling process and outcome research and across diverse populations; analysis and synthesis of counseling theories and their application; development of knowledge, skill, and experience in application and teaching of related content in counselor education, research, and practice; client conceptualization; evidence-based practice; and ethical and cultural considerations.

1. Supervision

Related to clinical supervision including purposes, models, roles, skills, assessment, administration, legal and ethical issues, cultural diversity and inclusion, and social justice.

1. Teaching

Related to roles, pedagogy, learning models, curriculum design, online and in-persons instruction, assessment, mentoring, ethical issues, and cultural considerations and inclusion.

1. Research and Scholarship

Related to research design, statistical analysis, program evaluation, publication and presentation, use of human subjects, grant development, ethical practices, cultural considerations, and collaboration.

1. Leadership and Advocacy

Related to theories, skills, development, administration, consultation, social justice, ethical and cultural considerations, and public policy.

**Rehabilitation Counseling Program Accreditation**The Master’s Program in Rehabilitation Counseling is accredited by [the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Master’s program in](https://www.cacrep.org/) Clinical Mental Health is under-review. The Master’s programs are approved by the [Kentucky Council on Post-Secondary Education](http://cpe.ky.gov/). Our most recent annual accreditation report can be found on the [Public Performance Information](http://education.uky.edu/edsrc/public-performance-information/) page.

**Rehabilitation Counseling Doctoral Program**

The University of Kentucky Rehabilitation Counseling Program (pending name change to Counselor Education and Supervision for the doctoral program) offers a Departmental Ph.D. in Early Childhood, Special Education and Counselor Education with a **Formal Option in Rehabilitation Counseling Education, Research, and Policy**. Our program offers students a uniquely strong academic preparation, rich opportunities for research and professional development, and an opportunity to study with nationally known and respected rehabilitation counseling faculty and researchers in a setting where our focus is on the student and his or her professional and educational goals. We have carefully designed our doctoral curriculum to meet the needs of students who are preparing for careers in rehabilitation counselor education, research, and administration. We value a diverse student body and encourage applications from persons with disabilities, international applicants, and applicants from traditionally underserved and minority groups.

**ADMISSION CRITERIA AND APPLICATION PROCESS**

**Application Process for the Rehabilitation Counseling Education, Research, and Policy Formal Option**

To apply for admission, potential applicants should first contact **Dr. Debra Harley or Dr. Keith B. Wilson**, Co-Doctoral Program Coordinators. You can complete the application for doctoral study with the University of Kentucky Graduate School [here](https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=ukgrad). Or visit the [UK Graduate School homepage](https://gradschool.uky.edu/welcome-university-kentucky). Students are admitted to the program for the Fall and Spring Semesters.

**Fall Admission *–*** *(note that March 1st is the deadline for admission applications for entering the fall semester)*

**Spring Admission –** (*note that October 1st is the deadline for admission applications for entering the spring semester*)

Please refer to the [Academic Calendar on the Registrar’s website](http://www.uky.edu/registrar/content/academic-calendar) for admission deadlines for international students (www.uky.edu/registrar/content/academic-calendar)

**Admission Criteria**

Admission standards for the Departmental Ph.D. in Early Childhood, Special Education and Counselor Education Formal Option in Rehabilitation Counseling Education, Research, and Policy include the following:

* 1. An undergraduate GPA of at least 2.75
  2. Master’s Degree in Counselor Education, Rehabilitation Counseling or a closely-related field with a GPA of at least 3.5. (Note: Students who are entering with a non-Counselor Education or Rehabilitation Counseling Master’s degree program may be required to take leveling or foundational courses as described below.)
  3. Submission of Graduate Record Examination (GRE) scores (mandatory for all doctoral applicants). Note: All doctoral applicants are required to submit results from the Graduate Record Examination (GRE). Results from the GRE are used by program faculty along with all other application materials in making admission decisions. The GRE is also typically required for students applying for Graduate Scholarship Awards, Stipends and Fellowships; often a certain percentile is needed to be considered for a financial scholarship or fellowship award.
  4. A minimum of one year (at least two preferred) of post-master's experience in rehabilitation counseling or a related field. The Program will alternatively consider the extensive prior related experience and exceptional academic performance on an individual basis.
  5. At least three (3) positive recommendations attesting to the candidate’s professional disposition and fitness for the profession, self-awareness and emotional stability; oral and written communication skills; cultural sensitivity and awareness; and potential for scholarship, professional leadership, and advocacy.
  6. A written statement of the applicant’s objectives for completing a doctoral program.
  7. A sample of the applicant’s academic and/or professional writing.

Final admissions decisions are the purview of the Department’s faculty.

If an applicant meets these criteria and appears to have the background, academic record, experience, and professional objectives that are consistent with Department expectations, the person is invited to campus to interview with faculty with whom he or she will be studying and to meet current doctoral students. If the candidate is unable to visit the campus, arrangements can be made to interview through video conference or alternative format. However, it is highly recommended that applicants visit campus.

**Foundational Coursework for Applicants with Related Degrees**

For students applying to the Ph.D. Formal Option with a Master’s or graduate degree that is not from a CORE- or CACREP-accredited rehabilitation counseling program, foundational rehabilitation counseling content and core counseling content courses may be required prior to, or concurrent with enrollment. Decisions about the need for foundational coursework are the purview of the Program faculty and will be made on an individual basis, based on a review of the applicant’s previous graduate coursework, review of applicant’s transcripts and course descriptions; previous graduate coursework may in some cases be substituted.

*Foundational Coursework includes the following:*

* Foundations or Principles of Rehabilitation Counseling or Counseling
* Social and Cultural Diversity
* Human Growth and Development
* Career Theory and Development
* Individual and Group Counseling Theories and Models
* Assessment and Testing
* Research and Program Evaluation
* Psychosocial and Medical Aspects of Disability

*Practicum and Internship Entry Level Requirements*

In addition, all admitted students who graduated from a non-CACREP or non-CORE accredited program must consult with their Major Advisor to determine the need for remediation of these entry-level requirements with respect to completing their Doctoral-level practicum. The requirement may be that the student first completes these required entry-level experiences before completing the doctoral-level practicum, and before or concurrent with completing the doctoral-level internships. Students who may have equivalent entry-level practical and clinical experience will be required to provide documented and validated evidence of equivalence.

**MATRICULATION SEQUENCE**

Matriculation for the Ph.D. Formal Option in Rehabilitation Counseling Education, Research, and Policy involve the following sequence of events and activities:

**Applicant Review Process**

Following the application deadline, the Department of Early Childhood, Special Education, and Counselor Education faculty review all completed doctoral applications. The Department’s Director of Graduate Studies (DGS) and Graduate Admissions and Standards Committee ensure that all applicants adhere to the University of Kentucky Graduate School admission requirements and the Departmental admission requirements. Qualified applicants with completed applications are then scheduled for individual on-campus interviews with the Program and Departmental faculty and current doctoral students. Depending on individual interview scheduling, applicants are typically notified about acceptance or denial by the Department’s Director of Graduate Studies within 4-weeks from application deadline, via email, and/or standard mail.

Once a student has been admitted to the Ph.D. Program in Early Childhood, Special Education, and Counselor Education, the Director of Graduate Studies (DGS) monitors her/his status and serves as the primary point of contact for all matters involving the Graduate School. In the absence of a designated Major Advisor to provide academic advising, the DGS will serve as the entering doctoral student’s initial academic advisor. It is expected that the student will identify a program faculty member to serve as her or his Major Advisor and Advisory Committee Chairperson within the first 9 to 18 credits of coursework. A committee must be established no later than the completion of 18 credit hours of coursework.

Doctoral students accepted into the program will be notified regarding financial assistance opportunities (e.g., research assistantships (RA), teaching assistantships (TA), and graduate scholarship opportunities). Students are also encouraged to review the fellowships and assistantships; scholarships, and other student support opportunities available through the [University’s Office of Student Financial Aid](http://www.uky.edu/financialaid/) and the [Graduate School](https://gradschool.uky.edu/current-students).

**Student Orientation**

The Rehabilitation Counseling Program faculty provide a doctoral student orientation prior to or at the beginning of each academic semester. The primary objectives of this meeting are to introduce or review with students relevant University, Departmental, and Program procedures and academic policies, advising, examination policy and candidacy requirements, and the Rehabilitation Counseling Education, Research, and Policy conceptual framework. Information is disseminated to new and continuing students regarding the sequencing of courses so students may plan accordingly. Students are also given information concerning program development/changes and upcoming scholarly activities (e.g, new course additions, new faculty, professional workshop opportunities, professional conferences, etc.). Individuals pursuing their doctorate degree are encouraged to actively participate in service within and outside the University of Kentucky.

**FACULTY INVOLVEMENT**

**Director of Graduate Studies**

Once a student has been admitted to the Ph.D. Program in Early Childhood, Special Education, and Counselor Education, the Director of Graduate Studies (DGS) monitors her/his status and serves as the primary point of contact for all matters involving the Graduate School. In the absence of a designated Major Advisor to provide academic advising, the DGS will serve as the entering doctoral student’s academic advisor. It is expected that the student will identify a faculty person to serve as her or his Major Advisor and Advisory Committee Chairperson within the first 9 to 18 credits of coursework. A committee must be established no later than the completion of 18 credit hours of coursework.

**Academic Advisor, Advisory Committee Chair, and Mentors**

Within 9 to 18 credit hours of coursework, but no later than 18 hours, the student is expected to identify a faculty member to serve as his/her Major Advisor. The Major Advisor must hold full graduate faculty status with the Graduate School and be willing to serve as both the student’s academic advisor and chair or co-chair the student’s doctoral Advisory Committee. In the event that a co-chair approach to the management of the Advisory Committee is used, at least one of the co-chairs must hold full graduate faculty status with the Graduate School. The remaining co-chairperson may hold associate graduate faculty status with the Graduate School. Concerning academic advising with co-chairpersons, it is expected that the co-chairs will designate areas of advising responsibility (e.g., one manages rehabilitation counseling coursework and studies, and one advises on research design).

The Department DGS will be notified in writing of all Advisory Committee decisions by the designated Major Advisor or Advisory Committee chair(s). The student is responsible for communicating Advisory Committee composition, decisions, and program decisions to the Graduate School. Any Advisory Committee changes should be cleared with the Graduate School and approved by the DGS.

In addition to the doctoral student’s Major Advisor and committee chair(s), the student is encouraged to identify a Department faculty member to serve in the capacity of mentor. In most instances, the mentor will be the designated Major Advisor and Advisory Committee chair or co-chair. Mentoring is conceptualized by the Department as an informal process of advising that goes beyond academic advising and deals with other aspects of the student’s professional development. Additionally, mentors may be selected for a variety of facets of professional development and therefore, may change as students’ progress through their respective programs of study. Several faculty or departmental staff may serve as a student’s mentor as he or she progresses through coursework and dissertation research and completion. Throughout a doctoral program, it is reasonable to expect that a student may have several mentors either sequentially or simultaneously. For example, a student may have a specific need for advice concerning research interests and needs with the faculty member. Simultaneously, the student may be interested in developing additional competency with a particular analysis method and identify a faculty or staff member that has expertise with that. The student may solicit advice and assistance from the faculty or staff and do this as an aspect of the department’s mentoring program. Mentoring is not a part of formal coursework, nor is it a formal feature of the doctoral student’s program of study. It is, rather, a process of facilitation that the Department offers and encourages its doctoral candidates to use, as they perceive the need.

**Advisory Committee**

The purpose of the Advisory Committee is to guide the student’s program of study. The committee will guarantee that the course of study pursued by the student meets the breadth and depth of both the Program’s and the Graduate School’s expectations. The committee also provides the student with a “safety net” in that it distributes responsibility for monitoring and facilitating the student across more than one or two individuals.

The responsibilities of the Advisory Committee include: (a) facilitating the development and approval of the student’s program plan, (b) administering the written and oral qualifying exams, (c) facilitating the development and approval of the dissertation proposal, and (d) administering the final doctoral examination in a meeting with the Advisory Committee and an outside faculty representative designated by the Graduate School.

The Advisory Committee should be formed within the student’s first 18 credit hours of full- or part-time coursework and the Graduate School requires that the Advisory Committee be formed at least one year prior to the Qualifying Examination. The student is responsible for notifying the Graduate School that the Advisory Committee has been formed. This is accomplished via the submission of the Formation of an Advisory Committee form, which is available via the Graduate School at <https://ris.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm> .The Advisory Committee has a core of four members. This core must include a minimum of two faculty members from the Rehabilitation Counseling Program (with one being the Major Advisor as chair or co-chair), and one representative from outside the Program, who may be a member from another program in the Department. All members of the core must be members of the Graduate Faculty of the University of Kentucky and three (including the Major Advisor) must possess full Graduate Faculty status. Faculty members from other institutions may serve on dissertation committees if they meet the requirements for appointment as associate members of the UK Graduate Faculty.

It is strongly recommended that the student begin to explore the possibilities for the “outside” committee member as early as possible (i.e., within the first year of coursework). The “outside” committee member should not be confused with the “outside” faculty person assigned by the Graduate School in the final dissertation defense. The latter person is not selected until the dissertation has been completed and the student is ready to sit for the final oral dissertation defense.

In the event of a vacancy on the committee, replacements must be made prior to making any committee decisions. Students may elect to change members of their Advisory Committee at any point in time prior to their final oral defense. Advisory Committee changes must be submitted to the Graduate School and approved by the student’s Major Advisor and the Department DGS. The request to form (or modify) an advisory committee is accomplished via <https://ris.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm> .

All decisions of the Advisory Committee are by majority vote of its Graduate Faculty members. Advisory committee decisions must be reported promptly to the appropriate Director of Graduate Studies who will be responsible for transmitting them to the Dean of the Graduate School.

**PROGRAM PLANNING**

The student designs his or her Ph.D. program of study with her/his Major Advisor and Advisory Committee in accordance with the coursework required in the doctoral program plan (see **Appendix B**). Meetings of the Advisory Committee are called by the doctoral student in consultation with the Major Professor and the Committee members, and as required by the Graduate School. Students must meet at least annually with their Committee. The DGS should be notified of scheduled meetings and provided with written summaries of any committee decisions that impact the student’s program of study. The DGS is responsible for reporting changes to the Graduate School. The doctoral student’s program plan should include projected dates for completion of the degree. A doctoral program plan and a planning template is found in **Appendix B**. **Appendix C** provides a general schematic for the critical events and timeline for the doctoral program from entrance to graduation and exit.

**Timeline**

A critical feature of planning a doctoral program of study is awareness on the part of both the Advisory Committee and the doctoral student of critical timelines that are predicated on Graduate School requirements. These are reviewed below.

**Time Limit for Doctoral Degrees**

Requirements for the doctorate may be completed in three years of full-time graduate work or the equivalent in combined full-time and part-time study; however, more time may be required. Graduate School policy requires that students must complete the equivalent of two years of residency (36 credit hours) prior to the qualifying examination and one year of post-qualifying residency. Graduate School policy is that an awarded Master’s degree from the University of Kentucky or from another accredited school may satisfy 18 of this 36-hour pre-qualifying requirement. Requests related to this substitution must be made by the DGS to the Senior Associate Dean of the Graduate School. Students should discuss the application of a Master’s degree to their pre-qualifying residency with their Major Advisor and the Department DGS. A detailed justification and evidence that the student’s Major Professor and Advisory Committee support the request is required.

**Prequalifying time limit:** Students are required to take their qualifying examination within five years of entry into the program. Extensions up to an additional three years may be requested. Extensions up to twelve months may be approved by the Dean of the Graduate School upon receipt of a request from the Director of Graduate Studies. Requests for extensions longer than twelve months must be considered by the University’s Graduate Council and will require the positive recommendation of the Director of Graduate Studies, the chair of the student's doctoral advisory committee, and a majority vote of Graduate Faculty in the program. If the qualifying examination has not been passed at the end of five years, or at the end of all approved time extensions the student will be dismissed from the program.

**Degree time limit:** All degree requirements for the doctorate must be completed within 5 years following the semester or summer session in which the candidate successfully completes the qualifying examination, but extensions up to an additional 5 years may be requested for a total of 10 years. All requests should be initiated by the Director of Graduate Studies and accompanied by a letter of support from the student’s advisor. Extensions up to one year may be approved by the Senior Associate Dean of the Graduate School. Requests for extensions longer than one year must be considered by the University’s Graduate Council. Such requests should be initiated by the Director of Graduate Studies and must include a recommendation on whether or not a retake of the qualifying examination should be a requirement of the extension. If requested, failure to pass the re-examination will result in the termination of degree candidacy; a second re-examination is not permitted. Failure to complete all degree requirements within 10 years of initially taking the qualifying examination will also result in the termination of degree candidacy. All pre- and post-qualifying residency requirements must again be met if the student subsequently seeks readmission to the doctoral program.

|  |
| --- |
| The chart below details the important events and activities in the process of completing the Ph.D.  **Admission to Completion Chart for Ph.D. in**  **Rehabilitation Counseling Education, Research, and Policy** |

**Timeline**  **Process Steps**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| March 1st (Fall)  October 1st (Spring) | |  |  | Application deadline to Graduate School | | |  |
|  |  | |  |  |  | |  |
| March-April /  October-November | Part I: Initial Screening | | | Faculty and GASC screens and interviews qualified applicants | | Part II: Applicants notified regarding acceptance determination | |
|  |  | |  |  |  | |  |
| Summer I & II  Or Winter Intercession |  | |  | Notification regarding funding opportunities (e.g., RA/TA) | | |  |
|  |  | |  |  |  | |  |
| Enrollment through 18 hrs: Identify/select Academic Advisor/Major Professor | |  |  | Develop Program Plan | | |  |
|  |  | |  |  |  | |  |
| 1st -2nd -3rd years  (full-time) |  | |  | Completion of CED core courses and Preliminary Exam | |
|  |  | |  |  |  | |  |
| Completion of all coursework |  | |  | Qualifying Exam | | |  |
|  |  | |  |  |  | |  |
| Post-passing of Qualifying Exam |  | |  | Dissertation Proposal | | |  |
|  |  | |  |  |  | |  |
| Year 4 |  | |  | Defense of Dissertation | | |  |
|  |  | |  |  |  | |  |
| Within 5-years post passing of QE |  | |  | Submission of Dissertation to Graduate School | | |  |
|  |  | |  |  |  | |  |
| 60-days post dissertation defense |  | |  | Corrections of Dissertation | | |  |
|  |  | |  |  |  | |  |
|  |  | |  | Application for Degree to Graduate School | | |  |
|  |  | |  |  |  | |  |
|  |  | |  | Granting of Ph.D. | | |  |
|  |  | |  |  |  | |  |
|  |  | |  | Program Exit Survey | | |  |

Key: QE= Qualifying Examination; RA= Research Assistantship/ TA= Teaching Assistantship

**Program Termination Policies**The Early Childhood, Special Education, and Counselor Education Department has developed termination and appeals policies for doctoral students (see **Appendix E**). The review and student appeals processes are outlined in **Appendix F**. **Appendix G** outline the Academic Dishonesty policies of the University of Kentucky, the Early Childhood, Special Education, and Counselor Education Department, and the Graduate School. Students are strongly encouraged to become familiar with the policies covering all of the above policies.

Students should check with the Graduate School regarding ongoing registrations and deadlines and should frequently meet (at least once per semester) with their academic Major Advisor to ensure course sequence is appropriate. When nearing completion of the Ph.D. program, doctoral candidates should regularly check with the Graduate School regarding deadlines for defending, application to graduate, declaring a formal option, etc.

**DEPARTMENTAL AND PROGRAM STUDENT PROGRESS REVIEWS**

Students in the Rehabilitation Counseling Education, Research, and Policy Formal Doctoral Option will have their progress toward the degree, academic standing, and professional disposition evaluated at several points throughout their degree including multiple times each year as described below. At each opportunity for evaluation, students will be informed in writing and/or verbally as described in this section.

**Annual Departmental Review of Student Progress**

Students will meet with their advisor frequently, and *at least* once per semester to review the student’s progress and program plan.

Students in the Rehabilitation Counseling Education, Research, and Policy Formal Doctoral Option will complete and review with their advisor the **Annual Review of Student Progress** form. This form is to be completed annually, *in February*, so that it may be used by the student and the student’s Major Advisor in preparing for the Department’s annual Graduate Admissions and Standards Committee (GASC) review of student progress. An annual **Professional Disposition Review** is also completed at this time by the Program faculty. Students will be provided a copy of this form in January or February by their Major Advisor or by the Doctoral Program Coordinator. A copy of the Annual Review of Student Progress form and the Professional Disposition Review is also included in **Appendix D** of this manual.

**Graduate Admissions and Standards Committee Annual Review**

The Department of Early Childhood, Special Education, and Counselor Education Graduate Admissions and Standards Committee (GASC) reviews the academic and professional progress of each student annually. The GASC considers information including academic performance, professional activities, professional disposition, and faculty observations of the student during the academic year. The GASC review is reported to the student in a letter by the DGS, with a copy sent to the student’s Major Professor, at the conclusion of the Spring semester. The review is partially based on the student’s submission of the **Annual Review of Student Progress** form (see **Appendix D**).

**Other Student Evaluations**

At several important junctures in the progress of the student toward completion of the Ph.D., the Program faculty will evaluate specific aspects of the student’s progress. These include:

**Student Portfolio and Annual Review**

Students are required to develop and maintain a portfolio of their work throughout their program. In the Fall semester, students should arrange a meeting with their Major Advisor to review their Student Portfolio. The Student Portfolio is a comprehensive summary of professional and academic progress and related materials. A copy of the Student Portfolio is also included in **Appendix D.** The purpose of this review is to ensure that students are progressing toward the degree, review academic standing, and evaluate professional development.

**Application for Practicum, Preliminary Examination, Qualifying Exam, and Final Exam.** The student’s application to complete his or her doctoral-level practicum, Preliminary Examination, Qualifying Exam, and Final Exam are all events that trigger a review of the student’s progress at different junctures of the student’s progress toward the degree. At each point, the student’s having met the criteria to proceed will be reviewed with the student as described in the context of the description of these events in this manual.

**Program Exit Survey**

Finally, after graduation, Program graduates are asked to complete an exit survey, in which they are asked to provide feedback about many aspects of the Program and their experiences as a doctoral student, and provide information about their current and future plans. The program faculty review the results of the survey and discuss the implications for program policy, planning, and evaluation as available. This survey is made available to the graduates via invitation to complete this on-line survey, or by paper as requested.

**GRADING AND GRADUATE GRADE POINT AVERAGE POLICY**

**Grade Point Average (GPA) Requirements**Program doctoral students and candidates are required to maintain a GPA of *at least* 3.20 out of a 4.0 grade point average. Students whose GPA is below a 3.20 after completing 18 or more semester hours or at any point following their first two semesters in the Program will have one full-time semester or the equivalent (9 hours) to raise their cumulative GPA to or above 3.20. If after this additional semester the student’s cumulative GPA is not at or above 3.20, the student will be dismissed from the Program.

A “B” grade is the minimal passing grade in any coursework in the required *Graduate Core* and *Rehabilitation Counseling Emphasis* areas of the doctoral program plan. This policy reflects the Program faculty’s belief that doctoral-level mastery in these content areas is not reflected in a grade of “C” or a failing grade. This includes the CED 710 supervised clinical practicum. Students receiving a grade of “C” or below in any coursework in the Graduate Core and Rehabilitation Counseling Emphasis areas of the doctoral program plan will be required to retake those courses and obtain a grade of “B” or higher before proceeding to apply to take their qualifying examination.

Program doctoral students will not be permitted to sit for their doctoral qualifying examinations or doctoral final examinations if they have a “C” grade in any of their required coursework in the Graduate Core and Rehabilitation Counseling Emphasis areas of the doctoral program plan, or if their GPA is below 3.20. Requests for exceptions to any of the policies described in this section due to financial hardship, medical, or personal reasons will be considered by the Program faculty *within the stated time periods*and must be submitted to the Program faculty in writing.

Note that these Program GPA requirements are higher than the requirements for the Graduate School. Students' continuous enrollment in the Program is determined based on requirements of the Program. Graduate School policy concerning scholastic probation also applies. This policy, as described in the Graduate School Bulletin, is as follows:

When students have completed 18 or more semester hours of graduate course work with a cumulative GPA of less than 3.00, they will be placed on scholastic probation. Students will have one full-time semester or the equivalent (9 hours) to remove the scholastic probation by attaining a 3.00 cumulative GPA. If probation is not removed, students will be dismissed from the Graduate School. Students who have been dismissed from the Graduate School for this reason may apply for readmission after two semesters or one semester and the eight-week summer term. If they are accepted by the program, admitted students will have one full-time semester or the equivalent (9 hours) to remove the scholastic probation by attaining a 3.00 cumulative GPA. Exceptions to this policy can be made only by the Dean of the Graduate School. Students placed on scholastic probation are not eligible for fellowships or tuition scholarships and may not sit for doctoral qualifying examinations, or Master's or doctoral final examinations.

**Repeat Option**If a student fails any required course, the student will be required to retake the course. The repeat option allows a graduate student to repeat a graduate course and count only the second grade as part of the grade point average. *This procedure can only be used once in a particular degree program.*

In order to use this option, the student will need to obtain a Repeat Option Form, which is available from the Graduate School Registration at: <https://gradschool.uky.edu/studentforms> . The student’s request must be approved by the Department DGS. *This approval must be obtained prior to repeating the course.*

Any student concerned about a grade received should first contact the course instructor. If the concern is not resolved, then the student may make an appeal. See the Departmental and University of Kentucky appeals procedures in **Appendices E and F.**

**Incomplete Grades (“I” grades)**

An “I” (incomplete) grade may be given to a student when the course requirements have not been completed by the end of the semester. An “I” grade can only be issued if the student is passing the course or has the potential to pass the course at the time the “I” is assigned. Students requesting an “incomplete” must negotiate and sign a contract with the respective professor. This contract specifies the requirements needed to complete the course and the date by which these “I” grades must be removed. All “I” grades not completed within one year will convert automatically to a grade of an “E” in accordance with UK Graduate School policy.

**REQUIRED EXAMINATIONS**

In this section are reviewed the required exams for students in the Rehabilitation Counseling Education, Research, and Policy Formal Option, including the Preliminary Examination and the Qualifying Examination.

**Preliminary Examination**

Students in the **Rehabilitation Counseling Education, Research, and Policy Formal Option** are required to take and pass a Preliminary Examination prior to applying to complete their qualifying examination. The preliminary exam is designed to ensure that students have developed, and can demonstrate, doctoral-level mastery, knowledge, and competency in each of the five doctoral core content areas:

1. Counseling

2. Supervision

3. Teaching

4. Research and Scholarship

5. Leadership and Advocacy.

The preliminary exam will consist of five comprehensive questions, each focused on one of the core content areas. This is a written exam to be administered over a 3-day period. Students will have the opportunity to take the examination on a bi-annual basis, in the Spring and Fall semesters. The content of the qualifying examination is aligned with the content of the program coursework related to the doctoral core content areas, as listed below. *Students are required to have completed and received a passing grade of “B” or higher in these required courses prior to taking the preliminary exam.* These courses include:

1. CED 701 Seminar for EDSRC Leadership Personnel (four semesters)
2. CED 712 Seminar in EDSRC Professional Services
3. CED 715 Advanced Seminar in Psychosocial Aspects of Chronic Illness and Disability;
4. CED 720 Seminar in EDSRC Teacher Preparation
5. CED 721 Practicum in EDSRC Personal Preparation (minimum of 6 hours, including

required course in field-work supervision)

1. CED 735 Advanced Methods for Teaching and Conducting Research in Rehabilitation

Counseling: From Theory to Practice;

1. CED 740 Administration, Supervision, and Program Evaluation in Rehabilitation

Counseling;

1. CED 760 Contemporary Practices in Rehabilitation;
2. CED 770 Advanced Seminar in Rehabilitation Counseling Theory, Practice, &

Education;

1. CED 789/790/791 Independent Study in EDSRC Research/Research and Publication

Internship

The general content of each comprehensive question will be determined by the Rehabilitation Counseling Program core faculty and will be communicated to the student at least two weeks in advance of the scheduled exam date, as will the conditions related to the use of technology, references, and any other matters related to the “test-taking environment.” A period of 4 hours will be provided for each response. No more than two questions will be scheduled for a single day. Please see the Preliminary Exam Format table below for details. The development of written exam responses is an independent activity. Responses must be submitted at the time and in the format requested on the exam date. *Failure to comply constitutes an automatic failure.*

**Preliminary Exam Format Table**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** |
| **Morning** | Counseling | Teaching | Rehabilitation Counseling Research and  Scholarship |
| **Afternoon** | Supervision | Leadership and Advocacy |

**Evaluation of the Preliminary Examination**

In order to successfully complete the preliminary examination, students must receive a passing score on each of the five core content sections. Examinee’s responses for each content area are to be read and evaluated by two core rehabilitation counseling faculty, one of whom is to include the student’s major advisor. In the event that the two reading faculty disagree as to the outcome (pass or fail) on any of the content areas of the exam, a third faculty reader will be selected on a rotating basis. The third faculty reader will review and score the exam, and the majority opinion of the three faculty will constitute the resulting outcome (pass or fail).

The faculty grading the preliminary examination will score each content area based on a 100-point scale according to grading rubrics established by the Program faculty for each question. On each content area, students achieving a score of 70 points or above will be deemed to have passed that section of the exam, and students receiving a score of 69 points or below will be deemed to have failed that section of the exam.

Students failing the exam, or any section of the exam, will be required to apply to retake and pass the exam (or failed section(s)) before applying to complete their qualifying examination. Students required to re-take the exam or sections of the exam will do so during a regularly scheduled (bi-annual) examination period. If a student has failed one or more sections of the exam, but passed others, the student will only be required to complete the sections on which he or she received a failing grade. The second preliminary examination must be taken within one year (or two cycles) after the first examination. If a student has not passed all sections of the exam after re-taking the exam two times, a third re-examination is not permitted and the student will be terminated from the program. The results of the preliminary examination, pass or failure, will be reported to the student within 7 days of the date of the exam.

Students are required to sign a document indicating that they have read and agreed to the above stipulations governing the Preliminary Exam.

**Qualifying Examination**

The doctoral program Qualifying Examination should be completed satisfactorily at the end of the student’s planned program of coursework and after the student has met the Graduate School’s Residency requirements for the Qualifying Examination. The Qualifying Examination may not be taken before the final semester of coursework (excluding the semester of initial registration for dissertation residency credits, CED 767). Students in the Rehabilitation Counseling Education, Research, and Policy Formal Option are required to take and pass the Preliminary Examination prior to scheduling their qualifying examination. Furthermore, as noted above, students with a cumulative GPA below 3.20, or who have a grade below a “B” in any required courses in the Graduate Core or Rehabilitation Counseling Emphasis areas of their program plan may not sit for the qualifying examination.

Students are required to take the qualifying examination within five years of entry into the program. Extensions up to an additional three years may be requested. If the qualifying examination has not been passed at the end of five years, or at the end of all approved time extensions the student will be dismissed from the program.

**Qualifying Examination Residency Requirements**

A complete description of University residency requirements for the qualifying examination can be found in the current Graduate School Bulletin Student in Doctoral Programs (<https://gradschool.uky.edu/studentforms> ). Due to individual differences with regard to previous or prerequisite coursework, the total number of pre-qualifying exam credit hours may vary across students. Prior to scheduling the qualifying examination, the Graduate School policy requires that students complete the equivalent of two years of residency (36 credit hours) prior to the qualifying examination. An awarded Master’s degree from the University of Kentucky or from another accredited school may satisfy 18 of this 36-hour pre-qualifying requirement. Requests related to this substitution must be made by the DGS to the Senior Associate Dean of the Graduate School. Students should discuss the application of a Master’s degree to their pre-qualifying residency with their Major Advisor and the Department DGS. A detailed justification and evidence that the student’s Major Professor and Advisory Committee support the request is required.

**Scheduling the Qualifying Examination**

Typically, the semester following completion of all coursework prescribed by the student’s Advisory Committee (i.e., the student’s program plan), the student will be expected to complete the Qualifying Examination. Per Graduate School policy, the Advisory Committee must be formed at least 1 year prior to scheduling the Qualifying Exam. Students should keep in mind that the request to schedule the oral component (see below) of the qualifying examination must be submitted to the Graduate School *a minimum of two weeks in advance*. This request is to be submitted to the Graduate School electronically via: <https://ris.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm> .

Furthermore, students must enroll in CED 767 Residency Credit from the time that they complete their qualifying examinations until completion of their dissertation (not including summer semesters).

**Qualifying Exam Components**

(EDSCE Departmental policy governing Ph.D. Qualifying Exams: Effective for Qualifying Exams occurring during and after the Fall 2013 semester (Approved May 2, 2012))

A qualifying examination, consisting of both written and oral components, is required of all Rehabilitation Counseling Education, Research, and Policy Formal Option doctoral students. Its purpose is to verify that students have sufficient understanding of and competence in the field to become candidates for the degree.

The written component of the Qualifying Exam may be taken at any time after the student has completed her or his program plan of coursework and passed his or her preliminary examination. The written exam is scheduled by the student and the Advisory Committee to occur at a time most convenient for all parties, and the DGS is notified of this date in writing (see below approved EDSCE Format and Process). The written component consists of a project and/or written test devised by each member of the student’s Advisory Committee. Each committee member determines the amount of time required to complete the written examination. The student should meet with each committee member to set up a timeline and to discuss the contents of the student’s written examination.

Students, in conjunction with their committee, may choose either of the following options for the written component of the qualifying examination after they have scheduled the qualifying exam date. Students must consult with committee members well in advance to confirm their choice and discuss availability.

**Option 1**

Students may opt to have a written exam over one or more comprehensive questions submitted by committee members. The general content and the length of time permitted for the response to each question will be determined by the contributing committee member(s) and will be communicated to the student at least two weeks in advance of the scheduled date. If, for example, the time permitted for a single question is 3 – 4 hours, no more than two questions may be scheduled for a single day. The contributing committee member(s) will determine (and communicate to the student) conditions related to the use of technology, references, and any other matters related to the “test-taking environment.”

**Option 2**

Students may opt to receive one or more “extended response” comprehensive questions/projects submitted by committee members. Students will receive such questions/projects no more than 12 weeks and no less than 8 weeks, including periods of time when classes are not in session, prior to the required submission date (two weeks in advance of the scheduled qualifying exam date). The amount of time permitted within the 8-12 week interval will be determined by the committee and may be based upon whether the student has chosen Option 2 in entirety or a blend that includes Option 1. In cases where students schedule the exam to occur prior to the 8th - 12th weeks of the semester, the questions/projects will be provided in the preceding semester. In the event that a student reschedules the exam to a later date, the committee may determine that a replacement question/task is required.

**Note:** The development of qualifying examination responses is an independent activity and must not include feedback from faculty, fellow students, or any other external consultation. Responses must be submitted to the contributing committee member in the format requested at least two weeks before the scheduled oral qualifying exam date. Failure to comply constitutes an automatic failure on the written response(s) and precludes an oral exam component over that question/task. Though not required, an individual committee member may ask the student to also submit copies of responses provided to one or more of the other contributors.

In addition to the contents of the written exam, the oral exam may cover any other content deemed appropriate by the Advisory Committee. The oral examination is scheduled once the written examinations have been completed and the Graduate School has been notified in writing by the Department DGS. The Graduate School will not permit scheduling of the oral component of the Qualifying Examination if their review of transcripts indicates any “I” grades, outstanding parking tickets or library fines, or other student fees. The student is responsible for scheduling the oral component of the Qualifying Exam with the Advisory Committee and the Graduate School. As noted above, the request to schedule the oral qualifying examination must be submitted to the Graduate School a minimum of *two weeks in advance* and is submitted electronically via: <https://ris.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm>

**Qualifying Examination Results**

Successful completion (i.e., a “pass”) of the Qualifying Examination is determined by a simple majority of members of the student’s Advisory Committee. A tie vote constitutes a “fail”. The results of the examination, pass or failure, must be reported to the Graduate School within 10 days of the date of the exam. In the event of a pass decision, the student is admitted to Degree Candidacy and is eligible to formally initiate and receive post-qualifying exam residency credit (i.e., CED 767) towards work on his/her dissertation. The student may be referred to as a doctoral candidate at this point in his or her program.

In the event of a “no-pass or “failure” decision on the part of the Advisory Committee, the student will be immediately informed of required remedial actions prior to re-scheduling a second Qualifying Exam. The minimum time between examinations is four months. The second examination must be taken within one year after the first examination. In the event of failure on the second qualifying exam, a third examination is not permitted and, per Graduate School guidelines, the student is terminated from the program.

**Additional Qualifying Exam Policies and Process**

* + - 1. In accordance with Graduate School policy, the Qualifying Exam consists of written and oral sections. If a student does perform poorly on the written component of the examination and the committee believes that the deficiencies cannot be rectified by a good performance in the oral examination, the student fails the entire Qualifying Examination and must schedule a second attempt. The second (and final) attempt cannot occur less than 4 months from the initial attempt.
      2. Students are required to sign a document indicating that they have read and agreed to the above stipulations governing the Qualifying Exam.

**DOCTORAL PRACTICUM AND INTERNSHIP REQUIREMENTS**

This section describes the policies and requirements related to the doctoral practicum and internship requirements for doctoral students in the Rehabilitation Education, Research, and Policy Formal Option.

**Entry-Level Requirements for the Doctoral Practicum and Internship**

Note that all students who hold a Master’s degree from a CACREP or CORE accredited counseling or rehabilitation counseling program will have been required to have completed the required Master’s level practicum and internship requirements.

CACREP entry-level requirements include completion of supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term (minimum of 10 weeks) and that at least 40 clock hours are spent in direct service with actual clients that contribute to the development of counseling skills. Further, CACREP entry-level requirements include completion of a supervised Master’s-level internship including 600 clock hours of supervised counseling in roles and settings with clients relevant to their specialty area, at least 240 of these clock hours are in direct service. The practicum and internship requirements are associated with specific guidelines concerning the hours and nature of supervision.

Any students who graduated from a non-CACREP or non-CORE accredited program must consult with their advisor to determine the need for remediation of these entry-level requirements with respect to practicum and internship. The requirement may be that the student first complete these required entry-level experiences prior to completing the doctoral-level practicum, and before or concurrent with completing the doctoral-level internships. Students who may have equivalent entry-level practical and clinical experience will be required to provide documented and validated evidence of equivalence.

Also, the doctoral student who graduated from a non-CACREP or non-CORE accredited program and would like to acquire the eligibility of Certificated Rehabilitation Counselor (CRC), please visit the Commission on Rehabilitation Counselor Certification (CRCC) webpages for CRC exam details (<https://www.crccertification.com/eligibility-requirements> or the guideline: <https://www.crccertification.com/filebin/pdf/CRCCertificationGuide.pdf>). Students who are seeking licensure [e.g., Kentucky State Licensure, Licensed Professional Clinical Counselor (LPCC)], please check the state you are seeking licensure (e.g., [Kentucky [Skip Navigation Links](http://lpc.ky.gov/Pages/default.aspx%23ctl00_siteMapPath_SkipLink)Department of Professional Licensing](http://lpc.ky.gov/Pages/default.aspx))].

**Application for Practicum and Application for Internship**

Prior to enrolling in the required doctoral practicum or internship experiences described in this section, students must submit a Program Application for Doctoral Practicum (included in **Appendix H**) and Application for Doctoral Internship (**Appendix I**). The application forms are included in the appendices. These applications are designed to ensure that practicum and internship students have completed the necessary prerequisites, have obtained or are aware of the necessity and process to obtain the necessary liability insurance, and ensure that other processes are completed in an orderly manner.

**Required Supervised Doctoral-Level Rehabilitation Counseling Practicum**

The course title and number for completing this required component of the Graduate Core section of the program plan is CED 710 Clinical Practicum in Rehabilitation Mental Health Counseling (Doctoral Section). Note that students are *required to complete this practicum concurrently with or after completing the* CED 770 Advanced Seminar Rehabilitation Counseling Theory, Practice, and Education, and should arrange these courses to co-occur or have CED 710 follow the completion of CED 770 in their program plan accordingly. Students should ensure that they are registered for the Doctoral section of the CED 710 course.

The Program places a major emphasis on the quality of the fieldwork experiences. Faculty supervisors work closely with agency field supervisors in an attempt to provide students with an advanced and comprehensive understanding of rehabilitation and mental health counseling. Agency field supervisors are encouraged to expose the student to a broad range of rehabilitation counseling experiences, and through direct supervision to facilitate the student's knowledge of all stated competencies of clinical training.

Clinical training affords students the opportunity to observe various counseling models, and recognize their capabilities and limitations as a professional rehabilitation counselor. In order to facilitate the growth of the student in the counseling role, close and open communication must be maintained between the University, the agency supervisor, the faculty supervisor, and the student.

**Philosophy of the Clinical Training Program**

* + - 1. A belief in the uniqueness of each individual and a commitment to individual human values;
      2. The possession of advanced counseling techniques and skills in order to assist an individual to utilize his/her own resources and environmental opportunities in the process of self-understanding, decision making, developmental needs, vocational and educational activities and independence;
      3. Advanced awareness of professional ethics and concerns that allows the graduate to be respected by clients, peers, and supervisors;
      4. A self-motivated learner in seeking advanced knowledge and refinement of skills, abilities, and competencies toward professional excellence;
      5. Advanced knowledge of the process and implications of the world of work and its partnership with the rehabilitation counseling process;
      6. An advanced understanding of the psychological, social, and medical disciplines involved in the rehabilitation process; and,
      7. An advanced understanding of the functioning of mental health counseling and rehabilitation counseling agencies and the role they play in the rehabilitation process.

The agencies/facilities cooperating with the Rehabilitation Counseling at the University of Kentucky have been identified as settings which are integrally involved in the rehabilitation process and therefore in a position to offer the student valuable opportunities for professional and personal growth.

**Descriptions of Clinical Training**

The Clinical Training program represents the opportunity to put theoretical knowledge to work and provides the setting to sharpen technical skills under the supervision of a Program faculty supervisor and an agency-based supervisor who possesses a minimum of a Master’s degree in counseling in rehabilitation counseling, counseling, or a related mental health profession, including appropriate relevant certification and licenses; relevant experience and training; relevant training in counselor supervision; knowledge of the program’s expectations, requirements, and evaluation procedures for students; and at least two years of experience not only in practitioner areas of rehabilitation counseling/counseling, but as an administrator and representative of the agency to other disciplines in the community, so that he/she can help the trainee explore his/her own reactions to the various roles which a counselor will be asked to assume.

Other policies governing the Clinical Training program are as follows:

The Counseling Agency Supervisor should interview all prospective candidates who express an interest in a particular field site.

* + - 1. Students assigned to a State Vocational Rehabilitation agency District Office should also be exposed to a variety of rehabilitation facilities.
      2. The agency supervisor will be a Certified Rehabilitation Counselor and/or Licensed Professional Counselor.
      3. The counseling agency supervisor, as per the expectations of the advanced-level practicum will give students as much responsibility in actual caseload management as deemed appropriate.
      4. Agency supervisors will be familiar with all competencies pertinent to the clinical training experience and provide relevant activities within the field placement site in order to facilitate the mastery of the Clinical Training competencies.
      5. Agency routines and regulations are required to be adhered to by the student.
      6. Because of the intense learning experience of the field experience, students are not allowed to switch field sites during the semester unless substantial difficulties arise at the field site that are beyond the control of the student. Every attempt will be made in such instances not to penalize the student.
      7. Students enrolled in the supervised doctoral-level clinical practicum (CED 710 Clinical Practicum in Rehabilitation Mental Health Counseling) must be simultaneously enrolled in or have previously completed CED 770 Advanced Seminar In Rehabilitation Counseling Theory, Practice, and Education).

**Clinical Practicum Requirements**

Doctoral students in the Rehabilitation Counseling Education, Research, and Policy Formal Option are required to complete a supervised 200-hour doctoral-level counseling practicum, of which 40% must be in providing direct client service as part of their doctoral program. The nature and setting of the doctoral-level practicum experience will be determined in consultation with the Program faculty and the student’s Major Advisor. (Note: CACREP requirement is a 100-hour practicum, however the Rehabilitation Education, Research, and Policy Formal Option requirement for practicum is generally to be 200 hours, except under exceptional circumstances to be evaluated by the Program faculty on an individual basis).

**Professional Liability Insurance**

Potential liability resulting from a negligent act on the part of a student may not be the responsibility of any representative of the university. Thus, students in counseling and supervision practicums or internships *are required* to have obtained professional liability insurance. A student fee will be assessed to each student for this purpose upon enrollment in the CED 710 course. Such insurance is available through the University and will be paid for by the student in the form of a student fee when enrolling in this course.

**Application for Practicum**

Prior to enrolling in the required doctoral practicum experiences described in this section, students must submit a Program Application for Doctoral Practicum in **Appendix H**. These applications are designed to ensure that practicum and internship students have completed the necessary prerequisites, have obtained or are aware of the necessity and process to obtain the necessary liability insurance, and other processes are completed in an orderly manner.

**Field Placement Administrative Procedures**

Students should consult with their Major Advisor regarding an appropriate clinical training site. The program maintains a listing of all approved clinical training sites. Students in their selection of a clinical training site should consult this directory.

**Field Work Site Selection Process**

A meeting is held each semester to discuss fieldwork procedures. This is a required meeting for individuals who are planning to enroll in a practicum during the next semester. At this meeting the clinical training coordinator will review policies and procedures for establishing a practicum site. It is expected that students will have the practicum site identified, and a learning goal contract approved prior to the beginning of the semester in which the practicum is planned. The coordinator of the clinical training will work with each student on an individual basis to identify and establish a practicum site. The agencies cover a broad range of programs and disability groups. The coordinator of the clinical training will assist in matching individual student interests with program requirements in establishing a field site.

The program maintains a descriptive list of fieldwork sites.This is updated on a regular basis. It is available in the program office. The clinical training coordinator will work with each student to assist in arranging the clinical training. The student, to assist in locating a satisfactory field site, should consult the listing of approved placement sites and consult with his or her Major Advisor about the appropriate practicum site. The coordinator of the clinical training may approve agencies not listed in the program listing of approved sites after he/she has been requested by the student to approve a particular site. In general, it will be the student's responsibility to contact an agency after consulting with the coordinator of the clinical training and the student's advisor. Typically, the coordinator of the clinical training will identify a field site and ask the student to contact the site. Students should not contact practicum sites or make their own arrangements for a placement without consulting with the clinical training coordinator.

**Ethical Conduct**

Students doing their supervised practicum are expected to abide by the Code of Professional Ethics for Rehabilitation Counselors, the American Counseling Association (ACA) Code of Ethics, and by the policies and procedures of the host agency. The Code of Professional Ethics for Rehabilitation Counselors is provided to students and is also available on-line at <https://www.crccertification.com/filebin/Ethics_Resources/CRCC_Code_Eff_20170101.pdf>. The ACA Code of Ethics is provided to students and is also available on-line at http://www.counseling.org/. Ethical standards include the maintenance of confidentiality of client information. Violation of ethical standards of conduct may result in termination from the Program.

Students are required to confirm their adherence to the Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association’s *Code of Ethics* and additional ethics related policies by completing the ETHICS AND PROFESSIONAL RESPONSIBILITIES REVIEW AND CONFIRMATION form (see below) prior to initiating their practicum. This will be retained in their Program file.

**Supervision**

The role of the practicum agency supervising counselor in the clinical training experience is a difficult one and very often is the decisive factor in the success or failure of the clinical experience. Each supervisor has the responsibility for making student assignments, which will best meet the needs of the student and the agency. This process involves the readiness of the student, the personality characteristics of both the student and the supervising counselor, the variety of caseloads, and other related factors.

**Agency Supervisor**

Although the Counseling Agency primarily selects the supervisor, the evaluation of his/her qualifications and suitability for supervision should be a joint responsibility of the agency and the University and Program faculty. The individuals responsible for supervision must meet the following essential criteria:

1. A minimum of a Master’s degree in counseling in rehabilitation counseling, counseling, or a related mental health profession, including appropriate relevant certification and licenses.
2. Relevant experience and training have given him/her identification with rehabilitation counseling, which will enable him/her to give the student a thorough professional experience.
3. Relevant training in counselor supervision.
4. Knowledge of the program’s expectations, requirements, and evaluation procedures for students
5. The supervisor has had at least two years of experience not only in practitioner areas of rehabilitation counseling/counseling, but as an administrator and representative of the agency to other disciplines in the community, so that he/she can help the trainee explore his/her own reactions to the various roles which a counselor will be asked to assume.

Agency supervisors confirm these qualifications and credentials, as well as understanding of the following policies in writing prior to their participation in supervision of Program students:

Supervisory conferences should occupy an integral part of the supervisor's assigned duties rather than being subordinate to other administrative activities.

* + - 1. Supervision involves day-to-day responsibility for the student’s professional activity while working with or representing the agency.
      2. A supervisory conference should be held at least once a week with the student for at least one hour, and be planned in advance to ensure the following content is included:
  + Discussions concerning the student's mastery of the clinical training competency requirements.
  + The student should be encouraged to present cases and raise questions.
  + Assignment of new cases can be discussed.
  + Questions, which the student may raise in reference to agency procedure, should be considered.
  + New developments in counseling/rehabilitation counseling should be considered.

**Coordinator of the Clinical Training (Faculty Supervisor)**

A member of the Program faculty will be assigned to work with the doctoral student and agency supervisor as the student’s coordinator of the clinical training. This faculty member has the following assignment:

Arrangement of an initial meeting between the prospective student and the agency personnel to establish the field placement.

* + - 1. Provide the agency with information on the student, his/her level of competency, and areas which the agency should consider for student growth throughout the period of clinical practice.
      2. The faculty supervisor will visit the fieldwork site for conferences with the student and supervisor at least three intervals, including at the beginning, middle, and end of the semester of practicum. Such interaction will permit the agency personnel and the faculty staff members to continue working together in an on-going effort to develop a student-oriented common understanding of the clinical training situation, and to maintain a critical on-going evaluation of the facility and the student, which can serve as a basis for the development of more effective future clinical practice programs.
      3. The goal of supervision, and of the clinical training program, is to help the student develop professional capabilities. In this relationship, the agency supervisor shares with the student the knowledge and skill he/she has gained through years of practical experience in the field. Through the period of supervisory relationships, the agency and the faculty supervisor need to be aware of the capacity and potentialities of the student in order that they may be able to help the student develop to the utmost limits of his/her abilities.

**Supervisory Requirements**

Students are required to complete and document a minimum of **one hour per week** of individual supervision and a minimum of **one hour per week** of group supervision throughout the Supervised Doctoral-Level Counseling Practicum (CED 710). Group supervision by Program faculty is provided on a weekly basis.

*Agency Supervision.* It is expected that each student will have the opportunity to meet with his/her agency supervisor at least once a week for individual supervision. During these supervision periods the student will have the opportunity to present cases and receive direction and feedback regarding the student's performance and progress. Any problems or difficulties with this should be brought to the immediate attention of the student’s faculty practicum supervisor.

*Faculty Supervision.* Students in the doctoral practicum will meet once a week with their faculty supervisor for group supervision, and for individual supervision. Students are expected to provide recordings of counseling sessions on a regular basis for analysis and review with the faculty supervisor. (Recordings are to be coordinated with agency supervisor after obtaining written client consent. Further information and required forms related to recording of counseling sessions are provided in CED 710). Supervision will consist of reviewing these tapes and a discussion of overall counseling and case management procedures. Also required will be transcripts of counseling sessions and written critiques by the student of his/her counseling performance for each transcript. Comprehensive written reports on clients are also required. Completion of systematic self-monitoring forms are also required. These may be based on the recordings. (Further information and required forms related to systematic self-monitoring are provided in CED 710).

**Program Policy Concerning Practicum Hours**

Students are not permitted to begin accumulating/documenting practicum hours prior to:

1. Verification of liability insurance with faculty supervisor
2. Enrollment in CED 710 Practicum
3. Completion and approval by agency supervisor and faculty supervisor of the learning goal contract.

**Required weekly hour logs and supervisor validation**

Students are expected to maintain a weekly log of their activities at the agency. The student will be responsible for working with their supervising faculty member and agency supervisor in ensuring they are documenting and validating their “clock” hours. The agency supervisor’s signature is required to validate and count the weekly hours. Students should provide faculty supervisor a copy of weekly hour logs during weekly supervision meeting. Once all hours have been completed, the faculty member and supervisor will sign-off on the hours. Students should keep personal copies of all weekly logs and other documentation related to the completion of the practicum.

**Evaluation**: **General Procedures**

Each student is evaluated on the basis of how well he/she was able to function in a professional manner at the agency. Grading will be based on the evaluation of the agency supervisor and faculty supervisor, based on the learning goals contract and regular formal evaluations of each student. Learning goals for the Practicum are specified in the Learning Goal Contract and must include the professional skills of intake interviewing, counseling, and report writing.

**Evaluation**: **Specific Procedures and Policies**

The student will meet with both the agency and faculty supervisor at the beginning, middle, and end of the semester. The initial meeting will be to establish and review the Learning Goal Contract. The mid-semester meeting will consist of a verbal and written review of the student's progress. Any identified problems should be discussed and handled at that time. The final meeting will be to evaluate the student's overall performance with recommendations for future learning and training experiences.

After the end-of-semester review the field supervisor will complete a written report on the student's performance. The supervisor will recommend a course grade. Final assignment of a course grade is the responsibility of the faculty supervisor. Students may appeal a grade assigned by the field supervisor to the faculty supervisor. Students will also have the opportunity to evaluate their field experience. An evaluation form has been prepared for this purpose (see below).

A student who has completed the doctoral practicum may elect to take three additional credit hours of Practicum.

A student may be required by the Program faculty to repeat the Practicum. A grade of “B” or higher in the CED 710 practicum course is required. A student who receives a "C" (or “E”) in Practicum will be *required* to complete a second Practicum.

**Clinical Training Phases**

The doctoral clinical practicum will include (a) an agency orientation, (b) observation, (c) participation, and (d) evaluation. Students are expected to participate fully in each phase. Each is briefly described below:

Orientation to the agency will be provided by the agency supervisor and may consist of the following: a. Tour of the agency's physical facilities, b. review of agency functions and services, c. review of agency routines, regulations, and policies.

* + - 1. Observation: In order for the student to understand the functioning of the agency, it may be desirable to provide a period of observation prior to the assignment of cases.
      2. Participation: Practicum students should have the opportunity to participate in the range of advanced professional counseling skills and activities, including for example:

a. Intake and screening interviews; b. Individual counseling (vocational and career counseling, personal adjustment and rehabilitation counseling, etc.); c. Group Counseling; d. Assessment or testing; e. Report writing; f. Interpretation of Medical, Educational, Social and Vocational Evaluations; g. Case planning and case management;

4. Evaluation: Students will be evaluated throughout by the agency supervisor and faculty supervisor through the processes of weekly individual and group supervision, mid-term written and oral evaluation, and at the end of the semester in written and oral feedback. Students also have the opportunity to evaluate the agency, supervisors, and practicum experience throughout and formally at the conclusion of the practicum.

For the forms relevant to the Supervised Doctoral-Level Counseling Practicum, see **Appendix H**.

**Doctoral Internships in Rehabilitation Counseling Education, Research, and Policy**

Doctoral students in the Rehabilitation Counseling Education, Research, and Policy Formal Option are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy).

The required internship hours will generally be accrued through the completion of three semesters of CED 721 Internship in EDSCE Personnel Preparation (internships in teaching and supervision) and the completion of two required research internships (Note: this internship currently completed through CED 789 Independent Study in Rehabilitation Counseling Research; beginning Fall, 2016 this internship is to be completed through CED 790 Research Internship I and CED 791 Research Internship II or CED 789 Independent Study in Rehabilitation Counseling Research). These courses are described below. Alternative means of obtaining internship hours in counseling and leadership and advocacy may be arranged on an individual basis in consultation with Program faculty. For the forms relevant to the Doctoral-Level Internships, see **Appendix I**.

**Professional Liability Insurance**

Potential liability resulting from a negligent act on the part of a student may not be the responsibility of any representative of the university. Thus, doctoral students *are required* to be covered by individual professional counseling liability insurance policies while enrolled in a *counseling* or *supervision* internship (i.e., CED 721 Field-work Supervision). Such insurance is available through the University. *Students are responsible for notifying the Program that they will be enrolling in this insurance prior to enrollment in their supervision section of CED 721.* This insurance will be paid for by the student in the form of a student fee when enrolling in the supervision course.

**CED 721 (Teaching and Supervision Internships in EDSRC Personnel Preparation)**

In an effort to formalize and make consistent the requirements for the CED 721 Internships, the RC Program faculty has approved the following guidelines for RC doctoral students:

1. Students will complete three 3-credit sections (total of 9 hours) of CED 721 Internship in EDSCE Personnel Preparation. The three Internships will be in the following areas: (1) Campus-based course preparation and delivery (teaching internship), (2) DL-based course preparation and delivery (teaching internship), and (3) field-work supervision (Supervision internship).

A. Campus-Based Course Preparation and Delivery

Although the specific requirements may vary by faculty and course, the following guidelines should be observed. Doctoral students will work under the supervision of a Program faculty member in the delivery of an on-campus, Master’s level course. The student will develop skills and experience in preparing and delivering a course, including:

* Preparing and developing a course. Faculty will promote experience in planning course content, scheduling, and syllabus development (i.e., as a component of the internship, the internship student will be required to work with the instructor in the process of developing a course syllabus, and preparing a draft syllabus that the student might use if they were teaching a similar course in the future. Note: Students will not develop the syllabus to be used in the course under instruction);
* Developing and scheduling course topics;
* Developing skills in preparing, and experience in delivering a course lecture or part of a lecture on an assigned topic (Note: for a regular 16-week academic course, not more than a maximum of three lectures should be required) and the student should receive instruction and feedback from the supervising teacher on the process of preparing and delivering each lecture;
* Preparing grading rubrics and assisting the instructor in grading assignments.

The supervising instructor will clearly delineate and establish with the doctoral student, at the beginning of the semester and as indicated in the CED 721 syllabus, the expectations and criteria for grading the student’s experience, and ensure opportunities for ongoing supervision and evaluation throughout.

**Clock Hours for Teaching and Supervision Requirements**

Students are required to complete and document a minimum of one hour per week of individual supervision with the supervising faculty member and a minimum of one hour per week of group supervision. Group supervision is provided on a weekly schedule with other Rehabilitation Counseling Ph.D. students and faculty throughout the internship and will be performed by a Rehabilitation Counseling Program faculty member. Consult the Program faculty for group supervision day and time. Supervisors and students should ensure that the student is meeting the required weekly hours (generally an average of 8 hours per week (including hours in the classroom, individual supervision, and group supervision) during 16-week semester) to achieve a minimum of 120 internship hours per semester.

**Internship Documentation**: Each student is required to submit their documented Internship hours at the completion of their internship for CED 721 (Campus-Based Course Preparation and Delivery) documenting their clock hours, or credit will not be obtained.

B. Distance Learning (DL)-Based Course Preparation and Delivery

* Preparing and developing a DL course. Student will have a supervised experience in preparing DL course content and syllabus development (i.e., as a component of the internship, the internship student will be required to work with the instructor in the process of developing a course syllabus, and preparing a draft syllabus that the student might use if they were teaching a similar course in the future. Note: Students will not develop the syllabus to be used in the course under instruction);
* Developing skills in preparing and delivering a DL course lecture or part of a lecture on an assigned topic (Note: for a regular 16-week academic course, not more than a maximum of three lectures should be required; for an 8-week DL course, not more than 1.5 lectures should be required);
* Preparing grading rubrics and grading assignments and exams.

The supervising instructor will clearly delineate and establish with the doctoral student, at the beginning of the semester and as indicated in the CED 721 syllabus, the expectations and criteria for grading the student’s experience, and ensure opportunities for ongoing supervision and evaluation throughout.

**Clock Hours for Teaching (DL) and Supervision Requirements**

Students are required to complete and document a minimum of one hour per week of individual supervision with the supervising faculty member and a minimum of one hour per week of group supervision. Group supervision is provided on a weekly schedule with other Rehabilitation Counseling Ph.D. students and faculty throughout the internship and will be performed by a Rehabilitation Counseling Program faculty member. Consult the Program faculty for group supervision day and time. Supervisors and students should ensure that the student is meeting the required weekly hours (generally an average of 8 hours per week (including hours in the classroom, individual supervision, and group supervision) during 16 week semester) to achieve a minimum of 120 internship hours per semester.

**Distance Learning (DL)-Based Internship Documentation**: Each student is required to submit their documented Internship hours at the completion of their internship for CED 721 Distance Learning (DL)-Based Course Preparation and Delivery) or credit will not be obtained.

C. Field-work supervision

* Doctoral students will gain knowledge about and experience in CORE and CACREP standards relevant to field work, establishing field placements, coordinating and communicating with field supervisors, develop skill and experience in student supervision.
* The student should clearly be integrated to the field work students and field supervisors work in a supervised learning role, and while the student may undertake supervised responsibility for a limited number of students or activities, the supervising faculty is directly responsible for all field work and supervision activities and for the field work students’ progress.

The supervising instructor will clearly delineate and establish with the doctoral student, at the beginning of the semester and as indicated in the CED 721 syllabus, the expectations and criteria for grading the student’s experience, and ensure opportunities for ongoing supervision and evaluation throughout.

**Clock Hours for Supervision and Supervision Requirements**

Students are required to complete and document a minimum of one hour per week of individual supervision with the supervising faculty member and a minimum of one hour per week of group supervision. Group supervision is provided on a weekly schedule with other Rehabilitation Counseling Ph.D. students and faculty throughout the internship and will be performed by a Rehabilitation Counseling Program faculty member. Consult the Program faculty for group supervision day and time. Supervisors and students should ensure that the student is meeting the required weekly hours (generally an average of 8 hours per week (including hours in the classroom, individual supervision, and group supervision) during 16 week semester) to achieve a minimum of 120 internship hours per semester.

**Professional Liability Insurance**

Doctoral students *are required* to be covered by individual professional counseling liability insurance policies while enrolled in a *counseling* or *supervision* internship. Such insurance is available through the University. *Students are responsible for notifying the Program that they will be enrolling in this insurance prior to enrollment in their supervision section of CED 721.* This insurance will be paid for by the student in the form of a student fee when enrolling in the supervision course.

**Internship Documentation**: Each student is required to submit their documented Internship hours at the completion of their internship for CED 721 (Field Work Supervision) or credit will not be obtained.

**Research Internships (2 semesters required)**

**CED 789 Independent Study in Early Childhood/Special Education/Rehabilitation Counseling Research** (Beginning Fall, 2016 this internship is to be completed through)

**CED 790 Research Internship I and CED 791 Research Internship II**

EDSCE Doctoral students are required to complete two research internships as part of the Research Tools component of their Program Plan. This is a supervised advanced research internship designed to allow EDSCE doctoral students to work under the supervision of Department faculty to develop practical experience in designing, conducting, and disseminating rehabilitation counseling research. Students are expected to work closely with their faculty instructor to develop an independent research project, which may be directly related to an ongoing faculty research project (in which case the student and faculty instructor should develop a distinct, time-limited problem or project for the student to complete in the course of the semester), or an independent student-identified research problem that the student and faculty instructor agree upon and that will result in a time-limited problem or project for the student to complete in the course of the semester.

During these internships, the student receives an average of at least 1 hour per week of individual supervision, performed by the faculty instructor. Group supervision is provided on a weekly schedule with other Rehabilitation Counseling Ph.D. students and faculty throughout the internship and will be performed by a Rehabilitation Counseling Program faculty member. Consult the Program faculty for group supervision day and time. Student and instructor should ensure that the student is meeting the required weekly hours (generally an average of 8 hours per week (including class meetings and individual supervision, and group supervision) during 16-week semester) to achieve a minimum of 120 internship hours per semester.

**DISSERTATION AND GRADUATION REQUIREMENTS**

The Department of Early Childhood, Special Education, and Counselor Education require the completion of a dissertation based on the implementation of a research proposal designed by the candidate and approved by her/his committee. The “dissertation phase” of the doctoral program has six (6) essential components: Dissertation Residency, Proposal Preparation and Approval, Dissertation Writing, Dissertation Defense, Dissertation Submission to the Graduate School, and Application for Degree. Each component is discussed in the following section.

**Residence Credit for the Ph.D. Degree**

Two (2) credits of “dissertation residency” (CED 767) across two consecutive semesters (4 credits total) are required by the Graduate School. The required application forms for scheduling the Qualifying Exam may be obtained from [The Graduate School’s Forms page](http://www.research.uky.edu/gs/forms.html) at <http://www.research.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm>

The purpose of the dissertation residency requirement is to ensure that the final stage of a candidate’s graduate education includes the important component of full contact with the academic and research community of the university. The following is a synopsis of the residency requirements as outlined by the Graduate School. Doctoral students are urged to review the current Bulletin to verify these requirements:

* Students are required to enroll in a 2-credit CED 767 Dissertation Residency Credit after successfully completing the qualifying examination. They will be charged at the in-state tuition rate plus mandatory fees. Students must remain continuously enrolled in this course every fall and spring semester until they have completed and defended the dissertation. This will constitute full-time enrollment. Students are required to complete two semesters of CED 767 before they can graduate.
* Note: Continuous enrollment in CED 767 will also apply to students whose programs of study or certification standards require an extended practicum or field experience.

**Dissertation Proposal Preparation and Approval**

The candidate is expected to prepare a research proposal outlining her or his dissertation project. The Major Professor and the Advisory Committee will monitor the process of preparing the proposal. Candidates will have completed their qualifying exam before (or consecutively with) their dissertation proposal. Approval of the proposal must take place as a part of a formal Advisory Committee meeting. The Advisory Committee must reach a consensus that the proposal properly meets the standards they expect for doctoral level research. The proposal must be approved by the Advisory Committee prior to initiating data collection.

The individual Advisory Committee Members and the Major Professor are expected to be of service to the doctoral candidate in finalizing a full proposal, developing instrumentation and procedures, and reviewing draft portions of the dissertation. Such service by individual committee members is coordinated by the Chair to assure continuity of effort and to avoid conflicting guidance or efforts.

The dissertation proposal must be approved by the student’s Major Advisor prior to the dissertation proposal meeting. A copy of the approved proposal must be provided to the members of the Advisory Committee at least one week prior to the proposal meeting. The proposal meeting will be scheduled at a time and date mutually agreed with the student and Advisory Committee members.

In accordance with federal and institutional regulations, either the Medical or Non-medical Institutional Review Board (IRB) must review any undertaking in which University faculty, staff, or student investigates and/or collects data on human subjects for research purposes.It is the responsibility of each investigator to seek review of any study involving human subjects prior to initiation of the project. The Medical and Non-medical IRBs are charged with the institutional responsibility for assurance of protection of human subjects involved in research or related activities. The Medical IRB reviews research emanating from the Medical Center and the affiliated Veterans Administration Medical Center. The Non-medical IRB generally reviews research originating from other University academic units. The boards have the authority to review, approve, disapprove, or require changes in research activities involving human subjects. The above process is under the supervision of the Major Advisor/Committee Chair(s). Students will need to complete the CITI Human Subject Training Certification prior to IRB submission

**Proposal and Dissertation Writing**

With regard to the dissertation proposal and dissertation writing style, citations, and other bibliographic matters, the Department of Early Childhood, Special Education, and Counselor Education requires adherence to the latest edition of the *Publication Manual of the American Psychological Association*. Students also should refer to the thesis and dissertation preparation guidelines provided by the Graduate School available at:

<https://gradschool.uky.edu/thesis-dissertation-preparation>. Students should consult with their Major Advisor and Advisory Committee Chair (co-chair) for guidance on the development and structure of the formal dissertation research proposal. Generally, the completed proposal should include the following sections:

**Dissertation Proposal Format:**

*Section One* –Introduction

* Statement of the problem
* Statement of the purpose
* Theoretical Framework
* Significance: Theoretical/Practical

*Section Two* – Review of Literature

* Relevant sources in and outside of the field reviewed
* Synthesis and Integration of relevant theories and research
* Establish conceptual framework and context for the research

*Section Three* – Design of the Study

* Research questions and/or hypotheses
* Research Design
* Methodology and procedures
* Data collection – strategy, sampling
* Instrumentation
* Data analysis

**Dissertation Format:**

Students should consult with their Major Advisor and Advisory Committee Chair (co-chair) for guidance on the development and structure of the dissertation. Generally, the format of the dissertation follows a format similar to that presented below:

*Preliminary pages:*

* Title Page
* Dedication (optional)
* Acknowledgments (optional)
* Table of Contents (with page numbers)
* List of Tables (if applicable)
* List of Figures (if applicable)
* Abstract

*Chapter One – Introduction*

• Statement of the problem

• Statement of the purpose

• Theoretical Framework

• Significance: Theoretical/Practical

*Chapter Two – Review of Literature*

• Comprehensive review of relevant research in and outside of the field

• Synthesis and Integration of relevant theories and research

• Establish conceptual framework and context for the research

*Chapter Three – Design of the Study*

• Research questions and/or hypotheses

• Research Design

• Methodology and procedures

• Data collection – strategy, population and sampling approach

• Instrumentation

• Data analysis

*Chapter Four- Results*

*Chapter Five: Discussion, Conclusions, Limitations, and Recommendations*

*References*

*Appendices:*

* Instruments
* IRB information

**Dissertation Defense/Final Examination**

The final doctoral examination is scheduled after the student has completed the dissertation research and written the dissertation. Working with the Major Advisor and the Advisory Committee, the doctoral student will complete the required dissertation revisions. All members of the committee except the outside examiner must have an opportunity to suggest revisions prior to scheduling the Final Examination. Once the dissertation is completed, *the student must submit the “***Notification of Intent to Schedule a Final Exam***” form to the graduate school (available at:*  <https://ris.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm>. The form must be submitted *at least 8 weeks prior to the final examination*. At this time the Graduate Dean will appoint an Outside Examiner as a core member of the advisory committee. The Outside Examiner should also be provided with a complete copy of the dissertation at this time. The specific time and date of the examination must be designated by the Graduate School at least two weeks prior to the actual examination. Students will notify the Graduate School at least two weeks before the examination by submitting the **Request for Final Doctoral Examination** form (forms are obtained at: <https://ris.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm>)

The examination is a public event and its scheduling is published and announced beforehand and must take place while the University is officially in session. Any member of the University community may attend. The final examination must take place no later than eight days prior to the last day of classes of the semester in which the student expects to graduate. They may not be scheduled during the periods between semesters or between the end of the second summer session and the beginning of the fall semester.

In all decisions, the majority opinion of the Graduate Faculty members of the advisory committee prevails. If the advisory committee is evenly divided, the candidate fails. In the event of failure, the advisory committee recommends to the Dean of the Graduate School conditions under which the candidate may be re-examined, if re-examination is deemed appropriate. When conditions set by the Dean of the Graduate School have been met, the candidate may be re-examined. The minimum time between examinations is four months. A second examination must be taken within one year after the first examination Should any vacancies on the Committee occur between the two examinations, the Dean of the Graduate School shall appoint replacements. *A third examination is not permitted.*

**Outside Examiner on Final Examination**

The Graduate Dean will appoint the Outside Examiner of the Final Examination Committee, or may ask the Department to recommend an outside faculty person. The outside examiner is the Graduate School’s official representative on the examining team. Their role as the outside examiner on the Final Examination Committee includes (a) assurance that only qualified candidates receive degrees and ensures against inadequate program standards, and (b) assurance that the examination is administered fairly and impartially. The outside examiner also casts a vote at the end of the exam. At the time of appointment, the Graduate School will provide the Outside Examiner with a questionnaire addressing (a) the adequacy of the dissertation, (b) the adequacy of the student’s response, and (c) the administration of the examination. The Outside Examiner will complete the questionnaire and return it to the Graduate School. Periodically, summaries of reports are provided to programs.

**Cancelation of Final Examination**

Candidates are allowed to cancel their final examination prior to the start date without consequences (e.g., the student will not be given a failing grade). Reasons for cancelling a final examination include: Missing committee member, difficulties within the candidate’s personal life affecting performance, late responses from committee members (i.e., committee member indicating candidate is not ready to defend). If the final examination is cancelled, it must be formally re-scheduled with the Graduate School in the standard fashion. A minimum two-week interval is required for re-scheduling.

**Dissertation Submission to the Graduate School**

Within 60 days of the Final Examination and Pass decision, a copy of the final revised dissertation must be delivered to the Graduate School. Candidates are strongly encouraged to review Graduate School guidelines and the requirements for drafting a dissertation with either their Major Professor or the Department DGS. Failure to submit the dissertation to the Graduate School within the 60-day timeline will require a second Final Examination, regardless of having received a “pass” on the first attempt. All doctoral dissertations must be submitted to the Graduate School in electronic format. Instructions are available at <https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1006&context=uknowledge_docs> . To view the current collection of ETD’s, see: <http://uknowledge.uky.edu/> .

**Application for Degree**

Students must submit the application for a degree within the first month of the semester in which they plan to graduate (15 days if during the Summer session). Students should check the specific date by which the application is due in the Academic Calendar on the Registrar's web site (available at <http://www.uky.edu/registrar>).

**RESEARCH RESOURCES**

**Database Searches**

Computer terminals in the Education Library can be used to search one or more databases. These databases are also available elsewhere on campus, or from a remote site, if accessed by a UK student or employee who has a valid ID registered with the W. T. Young Library. To access these databases and full text articles, visit the UK Libraries website: <http://www.uky.edu/Libraries/>. There is no charge for searching these databases.

**Libraries**   
There are three main libraries on campus that students are most likely to visit: the Education Library, the Medical Library, and W.T. Young Library (the main campus library). The Education Library is located on the 2nd floor of Dickey Hall. It houses educational and psychological abstracts and major education, counseling, and rehabilitation counseling journals. The Medical Library is in the Medical Center. It contains medical, psychiatric and physiological journals. W.T. Young Library is located on the main campus, and it houses the greatest number of journals and books on campus.

**Institutional Review Board (IRB)**

Any activity that meets either (a) the Department of Health and Human Services (DHHS) definition of both “research” and “human subjects” or (b) the Food and Drug Administration (FDA) definitions of both “clinical investigation” and “human subjects” requires review and approval by the University of Kentucky Institutional Review Board (IRB) You may visit the UK IRB website at: <http://www.research.uky.edu/ori/>. For further information, see the following documents:

* "When do activities involving human subjects need Institutional Review Board (IRB) review and approval?" guidance document [[PDF](https://www.research.uky.edu/uploads/ori-d10000-when-do-activities-need-irb-review-and-approval-pdf)];
* "What needs IRB review?"[[](https://youtu.be/Q8lzjN9krrw)[Fast-Pass Video Training on YouTube](https://youtu.be/QNzr34CvA88)];
* IRB/ORI "Determination of Activities That Need IRB Review" SOP [[PDF](https://www.research.uky.edu/uploads/ori-c10100-determination-activities-need-irb-review-sop-pdf)];
* UK Step-by-Step diagram (guidance on whether IRB review is needed OR whether a protocol can be exempt or expedited review) [[PDF](https://www.research.uky.edu/uploads/ori-step-step-what-needs-irb-review-diagram-pdf)]
* Not Human Research (NHR) Determination Form [https://redcap.uky.edu/redcap/surveys/index.php?s=49C9CLPJHK]

**UNIVERSITY OF KENTUCKY GRADUATE SCHOOL**

**STUDENT POLICIES AND GENERAL INFORMATION**

Detailed information covering the Graduate School Calendar, General Requirements for all Doctoral Degrees, and General information can be found through the [Graduate School Bulletin](https://gradschool.uky.edu/graduate-school-bulletin)

In addition, we have provided specific Graduate School policy information on Residency Requirements, Fellowships and Assistantships, Tuition Scholarships (i.e., Student Support and Student Loans), and Health Services for your reference in **Appendix J**.

**VERIFICATION OF REVIEW AND UNDERSTANDING OF MANUAL AND POLICIES**

Students admitted to the Rehabilitation Counseling Education, Research, and Policy Doctoral Formal Option are required to affirm in writing that they have read and understood the policies and requirements included in this manual and appendices. Required signature forms are provided in **Appendix K**. Please complete and provide to your Major Advisor or the Program Coordinator for placement in your student file.

**APPENDIX A**

**DEPARTMENT OF EARLY CHILDHOOD, SPECIAL EDUCATION AND COUNSELOR EDUCATION FACULTY**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Department of Early Childhood, Special Education and Counselor Education Faculty**

|  |  |  |
| --- | --- | --- |
| **Name and Rank** | **College/University of Doctorate** | |
| **Rehabilitation Counseling Program** | | |
| Ralph Crystal, Ph.D., CRC, LPCC, Professor, Department Chair | University of Wisconsin-Madison | |
| Debra A. Harley, Ph.D., CRC, LPCC, Professor | Southern Illinois University | |
| Keith B. Wilson, Ph.D., CRC, LPC, Professor, Director of Graduate Studies | The Ohio State University | |
| [Allison Levine](https://education.uky.edu/profile/allison-levine/), Ph.D., CRC, LPCA Assistant Professor | Michigan State University | |
| Travis Andrews, Ph.D., CRC, Clinical Assistant Professor | University of North Carolina A&T | |
| Kathy Sheppard-Jones, Ph.D., CRC, Adjunct Assistant Professor | University of Kentucky | |
| David Beach, Ph.D., CRC, Adjunct Assistant Professor | University of Kentucky | |
| **Interdisciplinary Early Childhood Program** | | |
| Jennifer Grisham-Brown, Ed.D., Professor | University of Kentucky | |
| Katherine McCormick, Ph.D., Professor | Auburn University | |
| Sara Hawkins-Lear, Ph.D., Clinical Associate Professor | University of Kentucky | |
| Collin Shepley, Ph.D., Assistant Professor | University of Kentucky | |
| **Special Education Program** | | |
| Margaret Bausch, Ed.D., Professor  Associate Dean of Research & Graduate Studies | | University of Kentucky | |
| Melinda Ault, Ph.D., Associate Professor | | University of Kentucky | |
| Allan Allday, Ph.D., Associate Professor | | Auburn University | |
| Channon Horn, Ph.D., Clinical Associate Professor | | University of Kentucky | |
| Amy Spriggs, Ph.D., Associate Professor | | University of Georgia | |
| Justin Lane, Ph.D., Associate Professor | | University of Georgia | |
| Donna Brostel Lee, Ph.D., Clinical Associate Professor | | University of Louisville | |
| Kera Ackerman, Ph.D., Assistant Professor | | University of Kentucky | |
| Sally Shepley, Ph.D., Assistant Professor | | University of Georgia | |
| Note: For directory information, please see the following website: COE Faculty Directory at <https://education.uky.edu/directory/bydepartment/> | | |

**APPENDIX B**

**DOCTORAL PROGRAM COURSE REQUIREMENTS AND PROGRAM PLAN**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Doctoral Program Plan**

The following doctoral program plan delineates the Departmental and Rehabilitation Counseling Education, Research, and Policy (RCERP) Formal Option course requirements. The program plan identifies the required courses. In addition, the required doctoral practicum and doctoral internship requirements are described.

The program plan template below is to be used in advising. Students are required to have a completed Program Plan, approved and signed by themselves, their Major Advisor/Advisory Committee Chair, and the Department DGS by the end of their initial 18-credit hours, or second semester. The signed paper copy will be retained in the student’s Program File. Students should also retain a copy for their records. Any revisions to the student’s Program Plan (e.g., course changes, schedule changes) must be made in consultation with the student’s Major Advisor and Advisory Committee and must be approved and signed by the student, their Major Advisor/Advisory Committee Chair, and the Department DGS, and retained in the student’s Program File.

**Advisory Committee Form**

Student:

Advisory Committee Membership:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Member (Chair) Department

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Member (Co-Chair [optional]) Department

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Member Department

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Member Department

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Member Department

**Doctoral Program Course Requirements and Plan**

The Early Childhood, Special Education, and Counselor Counseling Ph.D. Formal Option in Rehabilitation Counseling Education, Research, and Policy requires all students to complete a minimum of 74 credit hours (at least 77 are typically required). Students pursuing the Rehabilitation Counseling Formal Option are also required to complete a 100-hour supervised doctoral-level practicum and 600 hours of doctoral internship.

The required credit hours are distinguished in terms of four main core content areas. These include:

|  |  |
| --- | --- |
| Courses Hours | |
| 1. Required Doctoral Core | 23 |
| 2. Departmental Area of Emphasis | 15 |
| 3. Thematic Support Area | 15 |
| 4. Research Tools | 21 |
| **Total** | 74 |

|  |  |  |
| --- | --- | --- |
| **Required RC Doctoral Core (Minimum 23 hours)** | | |
| **Course** | **Credit Hours** | **Semester/Year** |
| CED 701: Seminar for EDSRC Leadership Personnel: Dossier Development | 1 |  |
| CED 701: Seminar for EDSRC Leadership Personnel: APA Style | 1 |  |
| CED 701: Seminar for EDSRC Leadership Personnel: Manuscript Preparation | 1 |  |
| CED 701: Seminar for EDSRC Leadership Personnel: Open Topic | 1 |  |
| CED 710: Clinical Practicum in Rehabilitation Mental Health Counseling *(must be taken after or else concurrently with CED 770)* | 3 |  |
| CED 712: Seminar in EDSRC Professional Services | 3 |  |
| CED 720: Seminar in EDSRC Teacher Preparation | 3 |  |
| CED 770: Advanced Seminar in Rehabilitation Counseling Theory, Practice, & Education | 3 |  |
| CED 721: Practicum in EDSRC Personnel Preparation   * **CED 721** - **Campus based course preparation and delivery** (3) * **CED 721** - **Distance Learning course preparation and delivery** (3) * **CED 721** - **Field-work supervision** (3) (Required)   (Note: Unless having arranged with Major Advisor to meet their doctoral internship hours requirement through other means, RCERP students must enroll in 9 hours of CED 721 – one of which must be in Field-work supervision; two must be in Teaching. Typically, 9 hours are required to meet CACREP required internship hours) | 3-9 |  |
| CED 767: Dissertation Residency Credit | 2 |  |
| CED 767: Dissertation Residency Credit | 2 |  |
| Note: \* CED 767 is taken for a minimum of two credit hours per semester for two semesters after qualifying examination, excluding summers. | | |
| **Departmental Area of Emphasis (minimum of 15 credit hours)** | | |
| **Course** | **Hours** | **Semester/Year** |
| * CED 715: Advanced Seminar in Psychosocial Aspects of Chronic Illness & Disability | 3 |  |
| * CED 740: Administration, Supervision and Program Evaluation in Rehabilitation Counseling | 3 |  |
| * CED 760: Contemporary Practices in Rehabilitation | 3 |  |
| * **Course (Program Area of Emphasis course– 3 hours)** | 3 |  |
| * **Course (Program Area of Emphasis course– 3 hours)** | 3 |  |
| Note: Required to take 9 hours of Advanced Seminar courses listed with 2 additional Departmental Area of Emphasis courses (total of 15 hours). | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Thematic Support Area (minimum of 15 hours)** | | | | |
| **Course** | | **Hours** | **Semester/Year** | |
| * **Course (Thematic Support Area- 3 hours)** | | 3 |  | |
| * **Course (Thematic Support Area- 3 hours)** | | 3 |  | |
| * **Course (Thematic Support Area- 3 hours)** | | 3 |  | |
| * **Course (Thematic Support Area- 3 hours)** | | 3 |  | |
| * **Course (Thematic Support Area- 3 hours)** | | 3 |  | |
| Notes:   1. Courses in this area may be interdisciplinary but must result in a cohesive set of competencies that complement the student’s professional and research goals (i.e., courses related to your dissertation topic). 2. At least one course in your Thematic Support Area should be an advanced assessment course. The following are recommended:  * EDP 640 Individual Assessment of Cognitive Functioning * EDP 642 Individual Assessment of Personality Functioning | | | | |
| **Research Tools (minimum of 21 credit hours)**  These hours must include a three-course sequence in quantitative methods and one to two additional research courses (e.g., Qualitative research, program evaluation, etc.). In addition, a six credit hour research internship (CED 789/CED 790/CED 791) across at least two semesters is required. | | | | |
| **Course** | **Hours** | | | **Semester/Year** |
| Quantitative Research Course | 3 | | |  |
| Quantitative Research Course | 3 | | |  |
| Quantitative Research Course | 3 | | |  |
| Other Research Methodology | 3 | | |  |
| CED 735: Advanced Methods for Teaching and Conducting Research in Rehabilitation Counseling: From Theory to Practice | 3 | | |  |
| CED 790: Research and Publication Internship 1  CED 791: Research and Publication Internship 2  A two-semester (6 credits) supervised research internship is required by the Department and to meet CACREP doctoral internship requirements. Prior to Fall, 2016 students should complete 2 semesters of CED 789; Beginning Fall 2016, students should complete CED 790/CED 791 to meet this requirement:   * CED 789: Independent Study in EDSRC Research (Research Internship) * CED 789: Independent Study in EDSRC Research (Research Internship)   or   * CED 790: Research and Publication Internship I * CED 791: Research and Publication Internship II | 3 | | |  |
| 3 | | |  |

**Practicum and Internship Requirements**

**Practicum**: All doctoral students must take CED 710– Clinical Practicum in Rehab Mental Health Counseling (3 hours) to fulfill the CACREP requirement of a doctoral-level supervised clinical practicum. Students will complete a 200-hour clinical practicum, of which 40% must be in direct client contact (80 hours). This course (CED 710) is to be included in the required Doctoral Core section of the program plan, as indicated. Students should ensure that they enroll in the doctoral student section of CED 710. For further information about the requirements and procedures associated with the practicum, please refer to the program doctoral manual.

|  |  |  |
| --- | --- | --- |
| **Clinical Practicum in Rehab Mental Health Counseling** | | |
| **Course** | **Doctoral Core Area** | **Credit Hours** |
| CED 710 – Clinical Practicum in Rehab Mental Health Counseling | Counseling | 3 |
| Supervised Clinical Practicum: 200 hours minimum – 40% hours direct contact | | |

**Internship.** Doctoral students in the Rehabilitation Counseling Education, Research, and Policy Formal Option are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy).

This requirement is met as follows: In order to complete the required hours of supervised doctoral internship students will generally complete *three* 3-credit (total of 9 hours) section of CED 721 to complete supervised internship hours in (1) teaching, and (2) supervision. Students should complete a minimum of 120 clock hours per section (total of 360 hours supervised internship).

In addition, students must complete *two* 3-credit supervised research internships. Prior to Fall, 2016 students should complete 2 semesters of CED 789; Beginning Fall 2016, students should complete CED 790/CED 791 to meet this requirement. Students should complete a minimum of 120 clock hours per section (total of 240 hours supervised internship).

Exceptions to meeting the internship requirements as described here may be considered on an individual basis, but any exceptions must be consistent with CACREP standards requirements.

|  |  |  |
| --- | --- | --- |
| **Practicum and Internship in EDSRC Personnel Preparation** | | |
| **Course** | **Doctoral Core Area** | **Clock Hours** |
| CED 721 – Campus based course preparation and delivery | Teaching | 120 |
| CED 721 – Distance Learning based course preparation & delivery | Teaching | 120 |
| CED 721 – Fieldwork Supervision | Supervision | 120 |
| CED 789 – Independent Study in EDSRC Research Internship  Or  CED 790: Research and Publication Internship I, and  CED 791: Research and Publication Internship II | Research | 240 |
|  |  | **600 Total Hrs.** |
| (CACREP-Internship Standards – Students are required to complete a total of 600 clock hours in at least three of five doctoral core areas (counseling, teaching, supervision, research, and scholarship) | | |

**Additional Program Plan Information:**

* + - 1. The doctoral program requires that over 50% of courses must be at 600 and 700 levels.

1. Pre-qualifying Exam Residency Requirement: An awarded Master’s degree from the University of Kentucky or from another accredited school may satisfy 18 of the 36-hour pre-qualifying requirement. Such requests should be made by the Departmental DGS to the Senior Associate Dean of the Graduate School. For students with extensive prior graduate work, a waiver of additional pre-qualifying residency hours may be appropriate. Requests should be submitted in writing by the DGS to the Dean of the Graduate School and should include a detailed justification and evidence that the student’s Major Professor and Advisory Committee support the request. (See 2019-2020 Graduate School Bulletin)

Program Plan is approved by:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisory Committee Chair Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Director of Graduate Studies Date

**Proposed Schedule** (use this schedule to indicate the placement of your courses in a planned sequence).

Academic year:

|  |  |  |
| --- | --- | --- |
| Fall | Spring | Summer |
|  |  |  |

Academic year:

|  |  |  |
| --- | --- | --- |
| Fall | Spring | Summer |
|  |  |  |

Academic year:

|  |  |  |
| --- | --- | --- |
| Fall | Spring | Summer |
|  |  |  |

Academic year:

|  |  |  |
| --- | --- | --- |
| Fall | Spring | Summer |
|  |  |  |

**APPENDIX C**

**EVENTS AND TIMELINES**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Events and Timelines**

* Consult with your Major Advisor and/or the DGS

to identify need for foundational or leveling

courses, and/or any “previously satisfied”

courses that might be included or excluded from Program entry &

your program of study. 1st semester

* Begin planning your Program Plan, including

enrolling in the available courses in the Graduate Core

(e.g. first of four required CED 701 sections).

Consider the placement of the required elements of

your program of study, including (1) the clinical practicum

(CED 710) and the requirement for concurrent enrollment

in or prior completion of CED 770; (2) the research and

teaching internships; (3) applications for internships and

practicum.

* Consider your “Thematic Support Area” and how it

aligns with your “Departmental Area of Emphasis”.

* Identify relevant research courses within the College to

satisfy the Research Core.

* Identify an Advisory Committee and “Major Professor”/Committee Chair within first 9 – 18 hours.
* Complete the Program Plan in consultation with the Advisory Committee and Chair (prior to progressing beyond 18 hours). Upon approval, this plan constitutes your “curriculum contract” with the department and Graduate School. Any changes will require the approval of the Committee.
* In consultation with your Chair and Committee, identify faculty with whom you may satisfy the required “Research Internship” credits. A comprehensive list of faculty research interests and their on-going projects is available on the Program website and will be updated yearly.
* Consult with your Chair and Committee to identify how you may satisfy the CED 721 (Practicum in Personnel Preparation) during the course of your study. This will entail, for example, serving as the instructor or co-teacher in various forms of course delivery within our Department (e.g., face-to-face instruction, distance learning), and field supervision. You should have these discussions with your Chair prior to submitting your program plan for committee approval.
* Plan for the placement in your Program of the Preliminary Examination (offered twice annually). Remember that you will have to complete an Application to sit for the Preliminary Examination.
* In preparation for the satisfaction of the Qualifying Exam (leading to the designation of “doctoral candidate”), consider how you will satisfy the “Residency Requirement” described within this manual.
* In the process of developing your Program Plan you will identify the semester in which you anticipate taking the Qualifying Exam (QE). This will occur during or subsequent to your final semester of required coursework.

\*Note that the Graduate School guidelines specify that your committee must be formed at least one year prior to scheduling the QE. Thus, it is critical that you follow the guidelines and recommendations contained herein in order to meet deadlines.

\*Also note that the Graduate School requires that you schedule the QE at least two weeks in advance. Although it is permissible to enroll in dissertation residency credits (CED 767) during the semester in which the QE is taken, it is generally not advisable to do so. Because CED 767 may not be taken prior to passing the QE, a student who does not “pass” the initial QE attempt must retroactively withdraw from CED 767 if it is taken during the same semester.

* The presentation of the dissertation proposal for Committee approval may occur following the successful completion of the QE. This may occur during or subsequent to the semester in which the QE is completed. You should consult with you Chair for guidance on the development and structure of the formal dissertation research proposal.
* Follow Graduate School policies and timelines for the application for and scheduling of your final exam (dissertation defense).
* Follow Graduate School policies and timelines for the Application for Degree to Graduate School
* Granting of Ph.D.
* Complete the Program Exit Survey

**APPENDIX D**

**STUDENT REVIEWS AND RELATED MATERIALS**

This appendix includes:

# 1. Annual Review of Student Progress and Professional Disposition Form

**2. Doctoral Student Portfolio Checklist**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Annual Review of Student Progress**

As noted in the student handbook, at least once each year the Program faculty will review the academic progress and professional disposition of each doctoral student. In addition, at least once each year, the Director of Graduate Studies will solicit reactions of all currently enrolled doctoral students from all Department faculty. These reactions will focus upon faculty perceptions of progress and performance relative to the variables listed above. Following all such reviews, a written statement will be conveyed to each student in writing.

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of semesters in the program completed:

Instructions: Please describe your progress in each of the following areas over the **past academic year**. Submit your completed report to your advisor and schedule an appointment with him/her ***due by February 28th annually***to review your report together. Please be specific. This review will be used to ensure that you are proceeding toward your academic and professional goals in the Program, and will be used by the Department as part of the annual Departmental review of doctoral students.

1. Grades and Grade Point Average
2. Current Cumulative Program GPA: \_\_\_\_\_\_\_\_\_\_\_\_ (a minimum cumulative GPA of 3.20)

*Note: Students are required to maintain a minimum cumulative grade point average (GPA) of 3.20 after the student has completed 18 or more semester hours (or at any point following the student’s first two semesters in the Program plus one additional full-time semester (or the equivalent (9 hours)).*

b. Do you have any incomplete or “I” grades?

□ No

□ Yes. Specify: Course

Dates of grade

Required remedial plan:

*Note: An “I” (incomplete) grade may be given to a student when the course requirements have not been completed by the end of the semester. An “I” grade can only be issued if the student is passing the course or has the potential to pass the course at the time the “I” is assigned. Students requesting an “incomplete” must negotiate and sign a contract with the respective professor. This contract specifies the requirements needed to complete the course and the date by which these “I” grades must be removed. All “I” grades not completed within one year will convert automatically to a grade of an “E” in accordance with UK Graduate School policy.*

c. Do you receive any grade of “C” or below in your coursework in the Graduate Core or Rehabilitation Counseling Emphasis areas of the doctoral program plan?

□ No

□ Yes. Specify: Course

Dates of grade

Required remedial plan:

*Note that students will not be permitted to sit for doctoral qualifying examinations or doctoral final examinations if they have a “C” grade in any of the above required coursework or if their GPA is below 3.20. Students receiving a grade of “C” or below in any coursework in the Graduate Core or Rehabilitation Counseling Emphasis areas of the doctoral program plan will be required to retake those courses and obtain a grade of “B” or higher before proceeding to apply to take their qualifying examination. This includes the CED 710 Clinical Practicum in Rehabilitation Mental Health Counseling. Requests for exceptions to these policies due to financial hardship, medical, or personal reasons will be considered by the Program faculty****within the stated time periods****and must be submitted to the Program faculty in writing.*

1. Progress and performance in relation to program plan/academic coursework:
2. Have you identified your Major Advisor?

□ Yes □ No

1. Have you identified the members of Advisory Committee?

□ Yes □ No

1. Have you completed your Program Plan, which had been approved by your Committee?

□ Yes □ No

1. Have you made any changes to the Program Plan which has been approved?

□ Yes □ No

1. Have you planned to complete/completed your doctoral clinical practicum?

□ Yes □ No

1. Have you planned to complete/completed your doctoral internships (Teaching, Supervision, Research, other)?

□ Yes □ No

1. Do you have any questions about your program plan/academic coursework?
2. Development of teaching and clinical supervisory skills:
3. Relevant teaching and clinical supervision coursework

□ Completion □ In progress □ Planned completion

1. Teaching and supervision internships (CED 721)

|  |  |
| --- | --- |
| CED 721 (Teaching campus-based) | □ Completion □ Planned completion |
| CED 721 (Teaching distance learning) | □ Completion □ Planned completion |
| CED 721 (Field-work supervision) | □ Completion □ Planned completion |

1. Any questions about teaching and clinical supervision experiences?
2. Development of research skills:
3. Relevant coursework related to Research Tools component of Program Plan, or any extracurricular research activities or coursework

□ Completion □ In progress □ Planned completion

1. Research internships (CED 789/790/791)

|  |  |
| --- | --- |
| CED 790 (Research and Publication Internship I) | □ Completion □ Planned completion |
| CED 791 (Research and Publication Internship II) | □ Completion □ Planned completion |

1. Any questions about research experiences?
2. Completion of program milestones (e.g., advanced doctoral seminars, program plan, committee meeting, qualifying exam, dissertation proposal, expected date of program completion):
   * + - 1. Have you completed, or do you have a planned schedule to apply for and take the Preliminary Examination?

□ Completion □ Planned completion in

* + - * 1. Have you completed, or do you have a planned schedule to apply for and take the Qualifying Examination?

□ Completion □ Planned completion in

* + - * 1. Please describe progress toward the dissertation proposal and completion.

(Follow Graduate School policies and timelines for the application for and scheduling of your final exam (dissertation defense)).

|  |  |
| --- | --- |
| CED 767 (Dissertation proposal) | □ Completion □ Planned completion in |
| CED 767 (Dissertation defense) | □ Completion □ Planned completion in |

1. Any questions about Program milestones?
2. Other professional accomplishments or activities during the formal degree program:

Please describe accomplishments or completed or planned activities related to professional writing, research, presentations, service, advocacy, administration.

Completed activities:

Planned activities:

1. Identify academic and professional goals for the coming year and any areas for future growth:

**Annual Professional Disposition Review**

The student’s professional disposition is evaluated annually based on Program Faculty members’ ratings based on the below rubric, based on elements of professional mastery, competency, and behaviors. The mean ratings of the program faculty should be included in the below table. Any concerns will be discussed with the student, and this evaluation will be reviewed with the student. A written review will also be provided to the student and placed in the student’s file.

Evidence of lack of profession dispositions suitable to a rehabilitation counseling doctoral student as evidenced by (1) agreement by a majority of Department faculty that the student’s professional disposition is not suitable to a doctoral student; or (2) Agreement by a majority of Rehabilitation Counseling Program faculty that the student’s professional disposition is not suitable to a doctoral student or counseling professional based on the faculty’s review and rating of professional dispositions, may lead to termination of the student’s candidacy. Program policy is that a student’s failure to meet the professional disposition standards in any category shall result in a time-sensitive remediation contract. After the time period for remediation has expired, the student will be evaluated per remediation requirements, and, given continued failure to meet the specified remediation, the student shall be dismissed from the Program.

Mean of faculty’s ratings based on rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Disposition Domain** | | | |
| **(A) Professional Ethics** | | | |
| Unacceptable  1 2  □ □ | Developing competencies  3 4  □ □ | Meets requirement  5 6  □ □ | Exceeds requirement  7 8  □ □ |
| **(B) Professionalism** | | | |
| Unacceptable  1 2  □ □ | Developing competencies  3 4  □ □ | Meets requirement  5 6  □ □ | Exceeds requirement  7 8  □ □ |
| **(C) Self-Awareness and Self-Understanding** | | | |
| Unacceptable  1 2  □ □ | Developing competencies  3 4  □ □ | Meets requirement  5 6  □ □ | Exceeds requirement  7 8  □ □ |
| **(D) Emotional Stability and Maturity** | | | |
| Unacceptable  1 2  □ □ | Developing competencies  3 4  □ □ | Meets requirement  5 6  □ □ | Exceeds requirement  7 8  □ □ |
| **(E) Motivation to Learn and Grow Professionally** | | | |
| Unacceptable  1 2  □ □ | Developing competencies  3 4  □ □ | Meets requirement  5 6  □ □ | Exceeds requirement  7 8  □ □ |
| **(F) Cultural Sensitivity and Awareness** | | | |
| Unacceptable  1 2  □ □ | Developing competencies  3 4  □ □ | Meets requirement  5 6  □ □ | Exceeds requirement  7 8  □ □ |
| **(G) Openness to Feedback** | | | |
| Unacceptable  1 2  □ □ | Developing competencies  3 4  □ □ | Meets requirement  5 6  □ □ | Exceeds requirement  7 8  □ □ |
| **(H) Professional and Personal Boundaries** | | | |
| Unacceptable  1 2  □ □ | Developing competencies  3 4  □ □ | Meets requirement  5 6  □ □ | Exceeds requirement  7 8  □ □ |

Comments and any remedial steps to discuss with student:

Additional notes concerning Professional Disposition and Progress Review:

Student Signature Date

Advisor Signature Date

**Student Professional Dispositions Ratings Rubric for Faculty\***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Primary Professional Dispositions** | **Specific Professional Disposition Descriptors** | **Exceeds Requirements/ Demonstrates Competencies**  **(7-8)** | **Meets Requirements/ Demonstrates Competencies**  **(5-6)** | **Developing towards Competencies**  **(3-4)** | **Unacceptable**  **(1-2)** |
| 1 | **Professional Ethics** | **The student adheres to the Code of Professional Ethics for Rehabilitation Counselors, the American Counseling Association (ACA) Code of Ethics, and shows advanced awareness of professional ethics and concerns** | Student demonstrates consistent & advanced (*i.e.,* *exploration & deliberation*) ethical behavior & judgments. | Student demonstrates consistent ethical behavior & judgments. | Student demonstrates ethical behavior & judgments, but on a concrete level and lacks advanced awareness of professional ethics and concerns. | Student demonstrates unethical behavior & poor ethical judgment, and a limited ethical decision-making process. |
| 2 | **Professionalism** | **Student behaves in a professional manner towards faculty, staff, supervisors, peers, & clients (includes appropriates of dress & attitudes)** | Student is consistently respectful, thoughtful, & professionally appropriate within all professional interactions. | Student is respectful, thoughtful, & appropriate within all professional interactions. | Student is inconsistently respectful, thoughtful, & appropriate within professional interactions. | Student evidences disrespectful & /or inappropriate behavior within professional interactions. |
| 3 | **Self-awareness & Self-understanding** | **Student demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called “beliefs”) and the effect of “self” on his/her work with clients.** | Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process. | Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process | Student demonstrates inconsistent or limited awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process. | Student demonstrates poor awareness of his/her belief system &/or the influence of these and appears closed to increasing his/her insight. |
| 4 | **Emotional Stability & Maturity** | **Student demonstrates emotional stability (i.e., appropriate congruence between behavior, mood, & affect) & self-control (i.e., impulse control) in relationships with faculty, staff, supervisor, peers, & clients.** | Student demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions. | Student demonstrates emotional stability & appropriateness in interpersonal interactions. | Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions. | Student demonstrates limited emotional stability & appropriateness in interpersonal interactions. |
|  | **Primary Professional Dispositions** | **Specific Professional Disposition Descriptors** | **Exceeds Requirements/ Demonstrates Competencies**  **(7-8)** | **Meets Requirements/ Demonstrates Competencies**  **(5-6)** | **Developing towards Competencies**  **(3-4)** | **Unacceptable**  **(1-2)** |
| 5 | **Motivation to Learn & Grow professionally** | **Student is engaged in the learning & development of his/her counseling competencies.** | Student demonstrates consistent enthusiasm for his/her professional and personal growth & development. | Student demonstrates enthusiasm for his/her professional and personal growth & development. | Student demonstrates inconsistent enthusiasm for his/her professional and personal growth & development. | Student demonstrates limited enthusiasm for his/her professional and personal growth & development. |
| 6 | **Cultural Sensitivity and Awareness** | **Student demonstrates awareness, appreciation, & respect of cultural difference (e.g., races, spirituality, sexual orientation, etc.)** | Student demonstrates consistent & advanced cultural sensitivity and awareness (knowledge, self-awareness, appreciation, & skills). | Student demonstrates cultural sensitivity and awareness (knowledge, self-awareness, appreciation, & skills). | Student demonstrates inconsistent cultural sensitivity and awareness (knowledge, self-awareness, appreciation, & skills). | Student demonstrates limited cultural sensitivity and awareness (knowledge, self-awareness, appreciation, & skills). |
| 7 | **Openness to Feedback** | **Student responds non-defensively & alters behavior in accordance with faculty or supervisory feedback** | Student demonstrates consistent openness to faculty or supervisory feedback & implements suggested changes. | Student demonstrates openness to faculty or supervisory feedback & implements suggested changes. | Student demonstrates limited openness to faculty or supervisory feedback, and does not implement suggested changes. | Student is not open to faculty or supervisory feedback & does not implement suggested changes. |
| 8 | **Professional & Personal Boundaries** | **Student recognizes the boundaries of her/his competencies & maintains appropriate professional and personal boundaries with faculty, staff, supervisors, peers, & clients** | Student consistently demonstrates recognition of appropriate boundaries & appreciates his/her limitations. | Student demonstrates appropriate boundaries & appreciates his/her limitations. | Student demonstrates limited awareness of appropriate boundaries or has limited appreciation of his/her limitations. | Student demonstrates inappropriate boundary awareness & has limited appreciation of his/her limitations. |

\* adapted with permission from the Counseling Competencies Scale (Lambie, 2008)

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Doctoral Student Portfolio Checklist**

As discussed in the doctoral manual, you are required to develop and maintain a portfolio of your work throughout your program. Your portfolio will be assessed each academic year. Please arrange to meet with your Major Advisor ***by September 30th annually*** to review your portfolio. A written letter of evaluation of your performance and the contents of your portfolio will be provided by your Major Advisor. Below is a checklist for you to use for the development of your portfolio. It is recommended that for each item marked, you place the necessary information in the space provided and enclose relevant documents in your portfolio. Note that many of the items within “Products and Activities” should contain multiple entries by the time that you conclude your program of study.

**Steps of the Doctoral Program Completed:**

|  |  |  |
| --- | --- | --- |
| □ Advisory Committee Established | | Completed Date: |
|  | Chairperson(s) : | |
| Members: | |
| □ Program Plan  (*Place a copy of your program plan in portfolio)* | | Completed Date: |
| □ Coursework | | Completed Date: |
| □ Clinical Practicum | | Completed Date: |
| □ Research Internship | | Completed Date: |
| □ Teaching Internship | | Completed Date: |
| □ Supervision Internship | | Completed Date: |
| □ Preliminary Exam | | Completed Date: |
| □ Written Qualifying Exams | | Completed Date: |
| □ Oral Qualifying Exam | | Completed Date: |
| □ Dissertation Proposal | | Completed Date: |
| □ Dissertation IRB | | Completed Date: |
| □ Dissertation Data Collected | | Completed Date: |
| □ Dissertation First Draft | | Completed Date: |
| □ Dissertation Defense (Final Examination) | | Completed Date: |

**Products and Activities (place copies of the following activities in your portfolio)**

|  |  |  |
| --- | --- | --- |
| □ Journal Article Review | | Completed Date: |
|  | Journal: | |
|  | Supervised by: | |
|  | □ A copy of your journal article review in your portfolio. | |
| □ Research Study Conducted | | Completed Date: |
|  | Topic: | |
|  | Supervised by: | |
| □ Research Study Submitted | | Completed Date: |
|  | Submitted to: | |
| □ Other Writing Submitted (book review, position paper, literature review, etc.) | | Completed Date: |
|  | Type of submission: | |
|  | Submitted to: | |
|  | □ A copy of your journal article in your portfolio. | |
| □ Conference Presentation | | Completed Date: |
|  | Agency: | |
|  | Location: | |
|  | □ A copy of your presentation outline and any evaluation data in your portfolio. | |
| □ Instructional Materials | | Completed Date: |
|  | Type of Materials: | |
|  | □ A copy of your instructional materials in your portfolio. | |
| □ Campus-based Course Taught | | Completed Date: |
|  | Course: | |
|  | Course Semester: □ Fall of 20 □ Spring of 20 □ Summer of 20 | |
|  | □ A copy of the syllabus and student evaluation data in your portfolio | |
| □ Distance Learning Course Taught | | Completed Date: |
|  | Course: | |
|  | Course Semester: □ Fall of 20 □ Spring of 20 □ Summer of 20 | |
|  | □ A copy of the syllabus and student evaluation data in your portfolio | |
| □ Supervision Course Taught | | Completed Date: |
|  | Course: | |
|  | Course Semester: □ Fall of 20 □ Spring of 20 □ Summer of 20 | |
|  | □ A copy of the syllabus and student evaluation data in your portfolio | |
| □ External Funding Proposal Written/Funded | | Completed Date: |
|  | Funding Type: | |
|  | Funding Source: | |
|  | □ A copy of the funding proposal in your portfolio | |
| □ Consultation Provided | | Completed Date: |
|  | Agency: | |
|  | Location: | |
|  | □ A copy of the consultation report in your portfolio | |
| □ In-Service | | Completed Date: |
|  | Agency: | |
|  | Location: | |
|  | □ A copy of the in-service outline and evaluation datain your portfolio | |

**Other**

In this section, document any other activities not listed previously. These entries may include special awards or honors (e.g., UK Fellowships), special funding awards (UK Graduate School Travel Stipends, Dissertation Enhancement Awards, etc.), or other activities.

Student Signature Date

Advisor Signature Date

**APPENDIX E**

**TERMINATION AND APPEALS POLICIES FOR DOCTORAL STUDENTS**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Termination and Appeals Policies for Doctoral Students**

The Rehabilitation Counseling Education, Research, and Policy Doctoral Program is designed to prepare professionals to assume leadership positions. In addition to maintaining a high level of competence in academic work, it is expected that doctoral students exhibit other qualities that are frequently neither evident nor evaluated as part of formal coursework. These include the following:

1. Commitment to the profession of Rehabilitation Counseling.

2. A work ethic that is characterized by consistent and sustained effort.

3. Ability to communicate effectively with other professionals.

4. Flexibility and responsiveness to educational change.

5. A high level of professional behavior.

The Program faculty believes that students should exhibit high levels of these behaviors during the course of their doctoral programs. In so doing, the probability of advancing the Rehabilitation Counseling field through the contribution of doctoral graduates will be maximized. In fact, the faculty has a professional responsibility to do everything possible to insure that students are diligent in their pursuit of excellence. This includes the termination of students who are unwilling or unable to meet these expectations.

Students may be terminated from the Program for the following reasons:

1. Violations of the Student Code that can result in termination from any program. Students should review and be familiar with the Student Code, which is available at: http://www.uky.edu/StudentAffairs/Code/part1.html

*Note:* The Student Code does not cover decisions of the faculty of a professional school as to character, moral or ethical, required of a student for purposes of awarding a degree or certificate, or for continuation as a candidate for such degree or certificate. Such decisions are not subject to review within the procedures established in the Code unless specifically stated within the Code.

1. A cumulative grade point average (GPA) below a 3.20 after the student has completed 18 or more semester hours or at any point following the student’s first two semesters in the Program plus one additional full-time semester (or the equivalent (9 hours)).
2. Evidence of lack of profession disposition suitable to a rehabilitation counseling doctoral student or professional, as evidenced by (1) agreement by a majority of EDSRC Department faculty that the student’s professional disposition is not suitable to a doctoral student; or (2) Program faculty review and evaluation of professional disposition. A review of professional disposition is conducted by the faculty for every doctoral student at least annually. The categories addressed in this review include: professional ethics, professionalism, self-awareness & self-understanding, emotional stability & self-control, motivation to learn & grow/initiative, and cultural sensitivity and awareness. Failure to meet the professional disposition standards (e.g., as evidenced by a mean rating of 3 or below in any of the identified professional disposition categories or mutual consensus of the Program faculty that a student’s professional disposition is not suitable to a rehabilitation counseling doctoral student or professional). Program policy is that a student’s failure to meet the professional disposition standards shall result in a time-sensitive remediation contract. After the time period for remediation has expired, the student will be evaluated per remediation requirements and, given continued failure to meet the specified remediation, the student shall be terminated from the Program.
3. Any breach or violation of that, in the opinion of the Program faculty, represents a level of unethical behavior that is inconsistent with the maintenance of professional counseling certification or licensure. In the event of a student’s breach or violation of the Code of Professional Ethics for Rehabilitation Counselors, or the American Counseling Association (ACA) Code of Ethics (hereafter named “the breach or violation”), the RC Program Faculty will convene, discuss, and provide an opinion on the significance and nature of the breach or violation. If it is the consensus of the Program faculty that the named student’s behavior represents unethical behavior inconsistent with the maintenance of professional counseling certification or licensure, the student will be terminated from the program.
4. Failure to remove incomplete grades in required doctoral courses within one calendar year following the assignment of that grade.
5. Failure on the preliminary examination or any section thereof for a second time (automatic termination).
6. Failure on the qualifying examination for a second time (automatic termination).

1. Failure to present a dissertation proposal within 1 year following the completion of the qualifying examination.
2. Failure to maintain satisfactory progress on the dissertation, once the proposal has been approved, as evidenced by (1) lack of report or response by the student to communication requests from the student’s Major Advisor or Advisory Committee members for a period of one semester or more; (2) failure to demonstrate progress in written work, or in procedures required for continuing work on the dissertation (e.g., submittal of IRB application) within any period of one calendar year following the acceptance of the dissertation proposal.
3. Violation of any of the rules of the Graduate School that can result in termination from the program.

In implementing these policies, the following procedures will be employed. At least once each year the Program faculty will review the academic progress and professional disposition of each doctoral student. In addition, at least once each year, the Director of Graduate Studies will solicit reactions of all currently enrolled doctoral students from all Department faculty. These reactions will focus upon faculty perceptions of progress and performance relative to the variables listed above. Following all such reviews, a written statement will be conveyed to each student in writing. These statements will summarize the faculty’s perceptions of the student's progress toward completion of the degree and professional disposition. If there are areas that are in need of improvement, these will be noted, and shall result in a time-sensitive remediation contract, indicating the expected behaviors, the evidence that should be submitted to document that remediation has occurred, and the date by which such documentation should be submitted. After the time period for remediation has expired, the student will be evaluated per remediation requirements, and continued failure to meet the specified remediation, the student shall be dismissed from the Program.

In extreme cases, the Director of Graduate Studies may recommend immediate termination from the program. In most cases, however, this would not occur until a student has been given an opportunity to rectify deficiencies. Exceptions would be for extreme violations such as plagiarism, cheating, or other similar items as specified in the Student Code. In all cases involving termination, the Committee on Graduate Admissions and Standards will be advised of the recommendation.

If the decision of the Program or Department Faculty is to recommend to the Dean of the Graduate School that a student be terminated, the student will receive written notice of the decision, stating clearly the reasons for the termination. In all cases regarding termination, the student has the right to appeal this decision to the Program faculty, the Department’s Committee on Graduate Admissions and Standards, the Academic Ombud, the Graduate Council, and finally to the University Appeals Board.

Students should also be aware of the following Graduate School policies related to probation and termination, which are also described in the Graduate School Bulletin.

**GRADUATE SCHOOL POLICIES ON SCHOLASTIC PROBATION, TERMINATION, AND ASSESSMENT OF DOCTORAL STUDENT PROGRESS**

**Scholastic Probation**When students have completed 12 or more semester hours of graduate course work with a cumulative GPA of less than 3.00, they will be placed on scholastic probation. Students will have one full-time semester or the equivalent (9 hours) to remove the scholastic probation by attaining a 3.00 cumulative GPA. If probation is not removed, students will be dismissed from the Graduate School. Students who have been dismissed from the Graduate School for this reason may apply for readmission after two semesters or one semester and the eight-week summer term. If they are accepted by the program, admitted students will have one full-time semester or the equivalent (9 hours) to remove the scholastic probation by attaining a 3.00 cumulative GPA. Exceptions to this policy can be made only by the Dean of the Graduate School. Students placed on scholastic probation are not eligible for fellowships or tuition scholarships and may not sit for doctoral qualifying examinations, or master's or doctoral final examinations.

**Termination**The Dean of the Graduate School may terminate enrollment in a particular program for the following reasons:

* Scholastic probation for three enrolled semesters.
* Having failed twice the final examination for the master's degree or the qualifying examination.
* In cases where the student's Advisory Committee recommends termination after the qualifying examination has been passed, the Graduate Faculty in that program will meet to vote on the recommendation. When the Graduate Faculty of that program concurs and the student dissents, the student will have an opportunity to meet with the Graduate Faculty of the program, after which a second vote will be taken and a final recommendation will be made to the Dean of the Graduate School.

*Note*: Each program sets specific requirements and standards of performance, evaluative procedures and criteria, and procedures for terminations of all students. The student should be informed of these criteria at the time of enrollment by the Director of Graduate Studies of the program.

**Assessment of Doctoral Student Process**All programs are required to assess the progress of their doctoral students. The Graduate Faculty of each doctoral program will define good progress to completion of the doctoral degree. This information will be included in the program's Graduate Student Handbook. The consequences of lack of good progress may also be included in the handbook. Each doctoral student's good progress toward the degree will be reviewed (at least) annually by either the Graduate Faculty in the program, the doctoral advisory committee, or other graduate education committee. Each student will be informed in writing of the results of that meeting by the Director of Graduate Studies or the chair of the advisory committee, or their designee.

**APPENDIX F**

**UNIVERSITY OF KENTUCKY APPEALS PROCESS**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**University of Kentucky Appeals Process**

**Responsibility of The University Appeals Board**

The Hearing Officer of the University Appeals Board shall schedule a hearing in any case of cheating, plagiarism, or falsification or misuse of academic records reported by the Ombud, the hearing to be held within 20 working days of the receipt by the Hearing Officer of the Ombud’s report, unless the student consents to an extension of time for the hearing. The student may withdraw the appeal at any time. Notices to the student will be sent by certified mail to the address on file with the Ombud. Failure of a student to apprise the Ombud of a change of address shall be cause for dismissal of the appeal.

In cases of academic offenses where the student contests guilt, the University Appeals Board shall sit as a fact-finding body and determine whether or not the student cheated, plagiarized, or falsified or misused academic records from such evidence as is brought before the board (including testimony under oath, written statements, exhibits, and a view of the classroom where the cheating occurred, if this is an issue). The board may call witnesses on its own initiative and may continue the hearing for this purpose. Unless the board believes, by majority vote of those present and by a preponderance of the evidence, that the student cheated, plagiarized, or falsified or misused academic records, it shall acquit the student.

In cases where the only issue is the severity of the sanction, the board shall sit as an appeals board and shall concur in the recommended sanction unless it believes, by a majority vote of those present and by a preponderance of the evidence, that the sanction is too severe. The Board may hear witnesses and consider written statements and exhibits in reaching its decision concerning the severity of the sanction. The Board may impose the minimum penalty of an E in the course or may recommend to the appropriate chancellor the imposition of a penalty of suspension or dismissal less severe than that recommended by the dean of the student’s college.

Within five days of the decision of the University Appeals Board, the Hearing Officer of the board shall notify the student, instructor, department chair, dean of the student’s college, and the appropriate chancellor of the action of the board. In addition, if the decision of the board is to impose a penalty of E in the course, the Hearing Officer shall notify the Registrar of that act.

In all cases involving academic offenses, the student shall have the rights set out in Section 2.3 of the Code of Student Conduct (Student Rights and Responsibilities, Part 1). (See also Rule VI-6.6.5.2.)

The requirement that the Hearing Officer shall schedule a hearing within 20 working days does not mean that the Appeals Board must reach a decision within that time. If the hearing is held near the end of the 20-day period, and if difficult issues are raised that require more time, the Appeals Board may find it necessary to hold additional meetings, stretching the hearings process beyond the 20-day limit. However, the Appeals Board should seek to render a decision as soon as is reasonably possible so that the student may plan his or her further academic work. (RC: 5/6/86)

**Penalties for Academic Offenses**

The minimum penalty for an academic offense is an E in the course in which the offense took place. The repeat option may not be used to remove an E given for an academic offense. If a prior academic offense has been recorded in the Registrar’s Office, the minimum penalty shall be suspension for one semester (or a minimum of four months in those colleges in the Medical Center where the semester system is not in use). Penalties more severe than the minimum may be imposed where warranted by circumstances.

1. Suspension: Forced withdrawal from the university for a specified period of time, including exclusion from classes, termination of student status and all related privileges and activities. If a student while on suspension violates any of the terms set forth in the nature of suspension he or she shall be subject to further discipline in the form of dismissal. The penalty of suspension shall normally apply to semesters (or other academic terms as appropriate) following imposition of the penalty by the appropriate chancellor. With the consent of the student and the dean of the college in which the offense occurred, the appropriate chancellor may fix an earlier date for suspension. In any case in which the suspension is imposed by the last day to drop a course with no record, it shall apply to that semester. In case of any student who is graduating, the suspension shall apply to the final semester before scheduled graduation. Suspension for an academic record, and shall appear on all transcripts for a period of three years beyond the conclusion of the suspension. (US: 3/7/88).
2. Dismissal: Termination of student status subject to the student’s readmission. The conditions for readmission will be specified at the time of dismissal. The student may be readmitted to the university only with the specified approval of the appropriate chancellor upon recommendation of the Appeals Board. Dismissal for an academic offense shall be noted in the student’s permanent academic record, and shall appear on all transcripts for a period of three years from the student’s readmission to the university. (US: 3/7/88)
3. Expulsion: permanent termination of student status, without possibility of readmission except upon showing that the findings of fact, which formed the basis of action, were clearly erroneous. (To be invoked only in unusual circumstances and when the offense committed is of such serious nature as to raise the question of the student’s fitness to remain a member of the academic community.) Expulsion for an academic offense shall be noted in the student’s permanent academic record, and shall appear on all transcripts permanently. (US: 3/7/88)

**APPENDIX G**

**ACADEMIC DISHONESTY**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Academic Dishonesty**

This appendix presents guidance from the University of Kentucky Senate Rules concerning definitions and policies related to academic dishonesty.

**SR 6.3.0 Academic Offenses and Procedures**

Students shall not plagiarize, cheat, or falsify or misuse academic records. [US: 3/7/88; 3/20/89]

If the academic offense involves research and/or extramural funding the administrative regulation for handling the offense is outlined in Administrative Regulation 7:2. [US: 2/10/97]

**SR 6.3.1 Plagiarism**

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

**SR 6.3.2 Cheating**

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/2005]

**SR 6.4 Disposition of Cases of Academic Offenses** [US: 3/10/86; US: 3/7/88; US: 12/12/2005]

These rules govern the prosecution of academic offenses defined in Section 6.3. The rules in this section 6.4 are binding upon all persons and groups mentioned in these rules. Instructors who impose penalties for academic offenses without following these rules are violating the due-process rights of students. Instructors, administrators, and the Appeals Board do not have the authority to impose penalties less than the minimum prescribed by these rules. Deadlines may be extended by mutual agreement of the involved parties.

**APPENDIX H**

**DOCTORAL SUPERVISED CLINICAL PRACTICUM**

Below are the Program Forms relevant to the doctoral supervised clinical practicum. These include:

1. **Application for Practicum**
2. **Clinical Practicum Advisement and Approval Form**
3. **Ethics and Professional Responsibilities Review and Confirmation Form (**to be completed by student prior to initiating practicum)
4. **Practicum Agency Supervisor Contract (**to be completed by agency supervisor prior to initiating practicum)
5. **Learning Goal Contract** (jointly developed by the student, agency supervisor, and faculty supervisor. The Learning Goal Contract is developed and against which the student is evaluated at mid-semester and at the completion of the practicum.)
6. **Mid Semester Review of Student Progress** (to be completed by Site Supervisor)
7. **Site Supervisor’s End of Semester Evaluation of Practicum Student’s Performance (**to be completed by Site Supervisor at end of practicum)
8. **Student Evaluation of the Practicum Experience**
9. **Weekly clinical practicum hours log**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 710 Doctoral Clinical Practicum Application**

*This form is to be completed and turned in to your Major Advisor no later than the midterm of the semester before which you plan to enroll in CED 710. Students must also schedule an advisement meeting with the CED 710 Faculty Supervisor to review this form and gain approval prior to enrolling.*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of application: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Practicum Requested for:

□ Fall of 20 □ Spring of 20 □ Summer of 20

NOTE: It is a *requirement* for the doctoral clinical practicum that you have previously completed, or are concurrently enrolled in CED 770 Advanced Seminar in Rehabilitation Counseling Theory, Practice, and Education. Please identify your status:

□ I have completed CED 770 Advanced Seminar in Rehabilitation Counseling Theory, Practice, and Education during □ Fall of 20 □ Spring of 20 □ Summer of 20

□ I will be concurrently enrolled in CED 710 Doctoral Clinical Practicum Application *and* CED 770 Advanced Seminar in Rehabilitation Counseling Theory, Practice, and Education.

Please confirm that you have reviewed and are in compliance with the following prerequisites and requirements for completing CED 710 Doctoral Clinical Practicum:

□ I have reviewed the below prerequisites and am in compliance, and I understand and will comply with the requirements.

□ I am not in compliance with the following area(s) and will discuss in the advisement meeting:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Prerequisites:**

1. Admission to EDSCE Doctoral Program Formal Option in Rehabilitation Counseling Education, Research, and Policy.
2. Consent of the CED 710 instructor for the semester you plan to enroll.
3. Completion of the required Master’s level practicum and internship requirements for students who hold a Master’s degree from a CACREP or CORE accredited counseling or rehabilitation counseling program. (Any students who graduated from a non-CACREP or non-CORE accredited program must consult with their advisor to determine the need for remediation of these entry-level requirements. The requirement may be that the student first completes these required entry-level experiences prior to completing the doctoral-level practicum. Students who may have equivalent entry-level practical and clinical experience will be required to provide documented and validated evidence of equivalence.)

**Requirements:**

1. Prior to enrolling in this required doctoral practicum or internship experiences described in this section, students must submit a Program Application for Doctoral Practicum

2. This course section must be taken concurrently or after completing the CED 770 Advanced Seminar.

3. Required weekly hour logs and supervisor validation: The student will be responsible for working with their supervising faculty member and agency supervisor in ensuring they are documenting and validating their “clock” hours. The agency supervisor’s signature is required to validate and count the weekly hours. Once all hours have been completed, the faculty member and supervisor will sign-off on the hours. The practicum hours log will be placed in student’s file.

4. Students are required to complete and document a minimum of one hour per week of individual supervision and a minimum of one hour per week of group supervision throughout the Supervised Doctoral-Level Counseling Practicum (CED 710). Group supervision by Program faculty is provided on a weekly basis. Individual supervision is to be arranged with the instructor.

5. **Professional Liability Insurance**. Potential liability resulting from a negligent act on the part of a student may not be the responsibility of any representative of the university. Thus, students are required to have obtained professional liability insurance. Such insurance is available through the University and will be paid for by the student in the form of a student fee when enrolling in this course.

6. Students are not permitted to begin accumulating/documenting practicum hours prior to: (a) verification of liability insurance with faculty supervisor, (b) enrollment in CED 710 Practicum, and (c) completion and approval by agency supervisor and faculty supervisor of the learning goal contract.

7. Students should provide the faculty supervisor a copy of weekly hour logs during weekly supervision meeting. These will be retained in the student’s file. Students should keep personal copies of all weekly logs and other documentation related to the completion of the practicum.

Please describe your previous relevant clinical work experiences, and include your prior clinical Practicum and Internship experiences (starting with most current):

|  |  |
| --- | --- |
| **1. Clinical Experience:**  This position is/was: □ Paid Employment □ Practicum □ Internship | |
| Employer/Agency: | Job Title: |
| Dates of Employment: | Supervisor: |
| Responsibilities: | |

|  |  |
| --- | --- |
| **2. Clinical Experience**  This position is/was: □ Paid Employment □ Practicum □ Internship | |
| Employer/Agency: | Job Title: |
| Dates of Employment: | Supervisor: |
| Responsibilities: | |

|  |  |
| --- | --- |
| **3. Clinical Experience:**  This position is/was: □ Paid Employment □ Practicum □ Internship | |
| Employer/Agency: | Job Title: |
| Dates of Employment: | Supervisor: |
| Responsibilities: | |

**Other:**

Please describe your professional/counseling areas of interest for this practicum (e.g., substance abuse, rehabilitation counseling, mental health counseling, etc.)?

**I have scheduled an advisement meeting with the CED 710 instructor for the semester I plan to enroll on the following date (note: please make a copy for your files and email or bring a copy of this completed application form with you to this meeting)**

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 710 Doctoral Clinical Practicum Advisement and Approval Form**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CED 710 Faculty Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Advisement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Checklist:**

□ Practicum Application

□ Review and confirmation of prerequisites and requirements

**Approve/Deny** **Practicum:**

□ Approve Practicum for □ Fall of 20 □ Spring of 20 □ Summer of 20

□ Provisional Approval (pending completion or further information specified below)

□ Application Postponed (pending completion or further information specified below)

Notes:

Student Signature Date

CED 710 Faculty Supervisor Signature Date

*Note: Student Practicum Application and Advisement Form will be placed in student’s file.*

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 710 Doctoral Clinical Practicum**

**Ethics and Professional Responsibilities Review and Confirmation**

This is to confirm that

1. I have read, understood, and will as a supervised doctoral student practicum student adhere to the Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association’s *Code of Ethics*.

2. I will immediately report and consult with my agency and faculty supervisors any ethical issues occurring during my practicum, and work with the supervisors’ guidance and approval to resolve the ethical issue in a professional manner.

3. Unethical behavior on my own part may, at the discretion of the practicum agency, practicum agency supervisor, or University faculty supervisor, result in my removal from practicum and receipt of a failing grade. Documentation of my unethical behavior will be a part of my doctoral program records.

4. I confirm that I will adhere to the administrative policies, rules, standards and practices of the practicum agency and will conduct myself in a professional manner with clients and agency personnel.

5. I understand that I will not receive a passing grade in practicum unless I demonstrate professional behavior and an advanced level of counseling knowledge, skill, and competence and complete all course requirements.

6. I confirm that I have professional liability insurance that covers my work as a practicum student at the practicum agency for my practicum experience.

Student’s Signature Date

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 710 Doctoral Clinical Practicum**

**Practicum Agency Supervisor Contract**

As the supervising counseling professional who will have direct responsibility for agency supervision of this practicum student, I confirm that:

1. I have a minimum of a Master’s degree in counseling in rehabilitation counseling, counseling, or a related mental health profession, and maintain the appropriate relevant certification and licenses, including:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My experience and training have given me an identification with rehabilitation counseling or counseling profession, which will enable me to give the student a thorough professional experience.
2. I have relevant training in counselor supervision.
3. I have knowledge of the University of Kentucky Rehabilitation Counseling Program’s expectations, requirements, and evaluation procedures for students
4. I have had at least two years of experience not only in practitioner areas of rehabilitation counseling/counseling, but as an administrator and representative of the agency to other disciplines in the community, so that he/she can help the trainee explore his/her own reactions to the various roles which a counselor will be asked to assume.

I understand and agree that I will be responsible for:

**1. Assistance in Developing the Practicum Learning Goal Contract**

I will meet with the practicum student and discuss and complete the practicum learning goal contract. During this meeting, I will assist the student in developing their goals for the clinical experience. I will provide suggestions and guidance in terms of expected activities that can be completed at this agency and within the time frame of this clinical experience.

**2. Orientation**

I will provide an orientation to the practicum agency and student’s position. This orientation will include general information about the agency, an overview of the administrative structure, and policies. I will promote the development of professional relationships with other staff and professionals at the agency with whom the student will interact.

**3. Supervision**

I understand that supervisory conferences should occupy an integral part of the supervisor's assigned duties rather than being subordinate to other administrative activities, and that supervision involves day-to-day responsibility for the student’s professional activity while at or representing the agency.

I will provide at least one hour per week of direct individual supervision of the practicum student, and be prepared to respond to questions as necessary. I will review the student's progress in meeting the learning contract goals, and provide supervision on client progress, caseload management, professional concerns, and counseling or rehabilitation topics/issues as they arise. I will provide constructive feedback on the student’s performance and development. I will meet with and share my evaluations with the student and faculty supervisor as scheduled (beginning of semester, mid-semester, and end of semester, and provide written and verbal evaluations.

**4. Recording of Counseling Sessions**

I will assist the student in his/her need to record sessions for the purpose of ongoing evaluation. I will help the student to identify clients who are appropriate for and agreeable to being recorded, for supervision purposes. I will review recorded sessions with the student during our weekly supervision meetings.

**5. Verification of Practicum Hours**

I understand that I will be responsible for reviewing and validating the student’s records of practicum clinical hours on a weekly basis with my signature. I understand that the student is required to complete 200 practicum hours, and that at least 40% of these must be in direct client contact.

Field Supervisor’s Signature Date

Faculty Supervisor Signature Date

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 710 Doctoral Clinical Practicum**

**Learning Goal Contract**

Student Name Date

Student Email Phone

Completing Fieldwork in □ Fall of 20 □ Spring of 20 □ Summer of 20

Fieldwork Agency

Fieldwork Agency Address

Field Supervisor Name  Title

Field Supervisor Email

Field Supervisor Phone Number

Does your field supervisor have a master's degree?  □ Yes □ No

Field Supervisor's Credentials (CRC, LPC, LMSW, etc.)

Certificate or Professional License number

Field Supervisor’s Filed Experience Years

Clinical Training Goals: During the supervised counseling practicum, my goals are to participate in the following clinical counseling activities: (Identify specific competency goals, in objective and measurable terms; may include specific quantitative targets as appropriate)

|  |  |
| --- | --- |
| **Activity** | **Specific Learning Goals** |
| Individual Counseling |  |
| Group Counseling |  |
| Intake Interviewing |  |
| Assessment or testing |  |
| Report Writing |  |
| Interpretation of Medical, Educational, Social and Vocational Evaluations |  |
| Rehabilitation Counseling Planning and Case Management |  |
| Career and Vocational Counseling |  |
| Professional ethical development |  |
| Case Conferences/ Staffing |  |
| Professional Participation and Development |  |
| Other: |  |

As agreed to by:

Student’s Signature Date

Field Supervisor’s Signature Date

Faculty Supervisor Signature Date

**Examples of Clinical Training Tasks and Responsibilities**

**Individual Counseling**

1. Identifying settings or conditions most appropriate for interviewing or counseling.
2. Identifying significant person(s) in a customer's life whom may be helpful in resolving problems.
3. Providing adjustment counseling and facilitating necessary life changes in dealing with a disability.
4. Maintains a counseling relationship.
5. Assisting customers to a deeper understanding of themselves and their relationship with others, such as behavior, personality, human growth and development.
6. Developing a facilitative counseling relationship
7. Incorporate effective individual, group and family counseling theories and practices.
8. Engaging in a mutual determination on the nature and goals of counseling.
9. Assisting customer with crisis resolution.
10. Assisting in facilitating a needed change in a customer-family relationship.
11. Encourages a customer to take problem-solving action.
12. Encourages a customer to discuss perception of the services being provided.
13. Assist a customer to develop the ability to cope.
14. Facilitating a customer's decisions making process.
15. Provide information about community supports and resources.
16. Provide information about disabilities.
17. Provide information about benefits systems.
18. Negotiating terminating of counseling services.
19. Facilitation a customer's cooperation in diagnostic procedures.
20. Assisting the individual to identify and verbalize need for services.
21. Giving customer's information on diversity issues including multi-cultural, disability, and gender issues.

**Group Counseling**

1. Planning group counseling sessions and formulating overall objectives for the group.
2. Leading a group counseling session focused on adjustment and/or vocation problems
3. Conducting evaluations and discussing group counseling processes with potential group participants
4. Promoting adjustment and facilitating necessary life changes in group sessions to promote dealing with a disability.
5. Demonstrates effective Group leadership and cofacilitation
6. Assisting group members to a deeper understanding of themselves and their relationship with others, such as behavior, personality, human growth and development.
7. Developing facilitative group counseling relationships
8. Incorporate effective group and family counseling theories and practices.
9. Engaging in a mutual determination on the nature and goals of counseling.
10. Assists group members with crisis resolution.
11. Provide information about community supports and resources.
12. Provide information about disabilities.
13. Provide information about benefits systems.

**Intake Interviewing**

* 1. Determining eligibility for services and/or programs
  2. Determining a customer's readiness for a particular type of counseling approach, rehabilitation service or employment.
  3. Evaluating information about a customer's problems to determine a counseling approach that might help a customer adapt to a setting or situation.
  4. Discussing informed consent, agency policies, and fees/payment

**Professional Participation and Development**

* 1. Participating in appropriate professional organizations.
  2. Involvement in current issues affecting the profession and/or consumer populations.
  3. Assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, levels.
  4. Self-initiating or participating in agency-initiated research or evaluation projects in order to evaluate and guide practice.
  5. Participating actively in regularly scheduled meetings in program area.
  6. Learning application of agency policies and procedures by reading manuals, case records and other materials.
  7. Reviewing agency's rules and policies.
  8. Determining methods to assess problems involved in delivering services.
  9. Consulting with staff development specialists to establish and coordinate training efforts.
  10. Disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs.
  11. Participating actively in training conferences and in-service training sessions.

**Interpretation of Medical, Educational, Social and Vocational Evaluations:**

* 1. Determining a customer's eligibility for services and /or programs including the need for services B. Determining a customer's readiness for a particular type of counseling approach, rehabilitation service or employment.
  2. Evaluating the feasibility of a customer's rehabilitation or independent living objectives.
  3. Evaluating information about a customer's problems to determine a counseling approach that might help a customer adapt to a setting or situation.
  4. Consulting with a psychologist or psychiatrist to clarify a report on a customer in relation to rehabilitation planning.
  5. Providing integrated medical information to the customer.
  6. Seeking information to assess the psychological implications of the customer's words or actions as related to his or her disability.
  7. Assessing a customer's past adjustment to the work world.
  8. Interpreting the results of individual intelligence tests.
  9. Interpreting the results of personality inventories.
  10. Interpreting the results of intelligence, aptitude and achievement tests.
  11. Interpreting the results of vocational interest inventories.
  12. Assessing a customer's need for rehabilitation engineering/technology services throughout the rehabilitation process.

**Rehabilitation Planning and Case Management**

* 1. Determining the adequacy of existing information for rehabilitation planning.
  2. Identifying available and public resources with the informed choice of the customer to determine an appropriate rehabilitation plan.
  3. Selecting customers to participate in a group counseling situation.
  4. Deciding the amount of time necessary for counseling process.
  5. Determining if a customer's situation warrants referral to special resources.
  6. Consulting with cooperating professionals in developing a training or education program
  7. Participating in a joint discussion with a customer in order to help arrive at a mutually acceptable, customer-centered rehabilitation counseling plan.
  8. Negotiating an agreement on alternative services to be provided when a customer has been refused a requested service.
  9. Negotiating terminating of counseling rehabilitation services.
  10. Obtaining understanding about a customer's preferred service(s) and on the respective responsibilities involved in obtaining service(s).
  11. Reaching an understanding about the agency's financial responsibilities for the customer's rehabilitation.
  12. Utilizing existing or acquired information about the existence, onset, severity, progression, and expected duration of a customer's disability.
  13. Developing intermediate rehabilitation objectives for a customer during a convalescent period.
  14. Reviewing case notes and supportive documentation from a transferred case in order to carry out further rehabilitation activities.
  15. Interpreting program rules and procedures to a customer or significant others.
  16. Reviewing active case files periodically to monitor quality of case recording.
  17. Evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan.
  18. Identifying and planning for appropriate use of assistive technology.

**Career and Vocational Counseling**

A. Selecting appropriate vocational evaluation procedures for a particular customer.

B. Determining level and type of training or educational program with a customer.

C. Evaluating customer participation in or benefits being received from education, training or other program modifications.

D. Helping an employed customer identify and resolve job adjustment problems through the provision of post-employment services.

E. Promoting a customer's understanding of his or her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological and social evaluative reports as necessary.

F. Securing information to determine a customer's vocational skills, aptitudes and interests.

G. Assisting a customer regarding vocational plans when they appear unrealistic.

H. Assessing the impact of cultural-ethnic and socio-economic factors on a customer's vocational goals.

I. Assessing the consistency of a customer's vocational choice with evaluative information.

J. Advising a customer regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job.

**Ethics**

* 1. Apply ethical standards and principles.
  2. Utilize ethical decision-making skills and apply appropriate legal principles in resolving ethical dilemmas.
  3. Apply knowledge of the philosophy, history, and legislation affecting rehabilitation counseling and the range of services of varying service delivery systems.
  4. Demonstrates knowledge legislation and policies concerning professional counseling, the rights of persons with disabilities to independence, inclusion, choice and self-determination, respect for individual differences, and access issues.
  5. Awareness of diversity issues; multi-cultural, disability, and gender issues.

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 710 Doctoral Clinical Practicum**

**Mid Semester Review of Student Progress**

(To be completed by Site Supervisor)

Name of Student Date

□ Fall of 20 □ Spring of 20 □ Summer of 20

Fieldwork Agency

1. Overall assessment of the student’s progress to date.
2. Has the student received appropriate learning experiences as specified on the learning goal contact?
3. Has the student fully participated in the field experience?
4. What are the student's strengths and weaknesses? Please specify.

Strength

Weakness

1. Plans for the remainder of the semester.

Recommended Grade

* A
* B
* C
* Failure (please specify the reason )

Student Comments:

Student’s Signature Date

Field Supervisor’s Signature Date

Faculty Supervisor Signature Date

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 710 Doctoral Clinical Practicum**

**Site Supervisor’s End of Semester Evaluation of Practicum Student’s Performance**

(To be completed by Site Supervisor at end of practicum)

Your assistance as a Practicum supervisor is much appreciated. This form is to be used to evaluate the performance in practicum over the course of this semester. Please complete the information requested below. You are encouraged to discuss this material with the student. The information you provide will be shared with the student.

Student

□ Fall of 20 □ Spring of 20 □ Summer of 20

Dates of hours: Week beginning: Week ending:

Field Supervisor Fieldwork Agency

Faculty Supervisor

Directions: Please rate the student’s performance on the following dimensions using the criteria indicated below at the end of the semester.

1. **ADJUNCTIVE ACTIVITIES**

Please indicate the number representing evaluation based on the following scale:

1 = Poor;

2 = Low range of expectations for professional counselor;

3 = Adequate;

4 = Expectations congruent with expectations for a professional counselor; more than adequate;

5 = Outstanding; Advanced professional knowledge skills, and competencies;

6 = No information to judge.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **A. ADJUNCTIVE ACTIVITIES** | | | | | | |
| 1. Accepts and uses constructive criticism to enhance self-development and counseling skills. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Engages in open, comfortable, and clear communication with peer and supervisors. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Completes case notes/reports/records in a clear and concise manner with punctuality. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Able to staff a case in a clear and concise manner by presenting an objective description of the client, significant information, goals for the client, strategy to be used, and a counseling plan. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Professional behavior with clients, staff, and the public is appropriate and reflects that expected of an advanced professional counselor. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Organizes and completes the assigned work within the prescribed time limits of the setting. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Recognizes own competencies and skills and works to address identified professional limitations. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Aware of and does not go beyond counseling abilities/professional scope of practice. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |

**B. COUNSELING COMPETENCY**

Please indicate the number representing evaluation based on the following scale:

1 = Poor;

2 = Low range of expectations for professional counselor;

3 = Adequate;

4 = Expectations congruent with expectations for a professional counselor; more than adequate;

5 = Outstanding; Advanced professional knowledge skills, and competencies;

6 = No information to judge.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **B. COUNSELING COMPETENCY** | | | | | | |
| 1. Ability to interpret and effectively incorporate information from Medical, Educational, Social, Vocational, and Psychological reports and records. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Rate students’ skills in providing individual counseling in terms of Vocational Issues. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Rate students’ skills in providing individual counseling in terms of Educational Issues. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Rate students’ skills in providing individual counseling in terms of Family Issues. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Rate students’ skills in providing individual counseling in terms of Psychosocial Adjustment. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Understands the impact of disability on the individual and able to effectively provide the client information about disabilities, resources, and referrals. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Ability to evaluate client’s needs and determine appropriate types of services and resources available to implement a rehabilitation plan. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Engage in mutual development of intermediate and outcome rehabilitation goals and objective. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Knowledge to evaluate a client’s problems to determine and implement a counseling approach to assist client. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Select appropriate assessment procedures for client and integrate social, vocational, educational, medical, family, cultural, and psychological information into counseling. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Maintain a facilitative counseling relationship and facilitate client’s process and outcome goals. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Promote a client’s understanding of his/her vocational strengths and weaknesses. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Assist client with crisis resolution. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Advise clients regarding the need for mobility, cognitive, behavioral, and environmental adaptations, and assistive technology required to maintain or enhance functioning. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Assist clients to develop appropriate or effective behaviors. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Assist clients with job seeking/maintenance skills. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Familiarity with and effective implementation of counseling theories and techniques. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |

**C. GENERAL SUPERVISION COMMENTS**

Please indicate the number representing evaluation based on the following scale:

1 = Poor;

2 = Low range of expectations for professional counselor;

3 = Adequate;

4 = Expectations congruent with expectations for a professional counselor; more than adequate;

5 = Outstanding; Advanced professional knowledge skills, and competencies;

6 = No information to judge.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **C. GENERAL SUPERVISION COMMENTS** | | | | | | |
| 1. Understood and applied agency policies and procedures. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Participated in agency functions and professional activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Participated in and contributed to agency staffing and other meetings. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Acted as an advocate to seek to improve conditions that impede the successful rehabilitation of clients with disabilities. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Consulted with other professionals to obtain information needed in the rehabilitation counseling process and to coordinate the delivery of services. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |
| 1. Adhered to professional ethical standards and demonstrated awareness of professional practice standards. | 1 | 2 | 3 | 4 | 5 | 6 |
| □ | □ | □ | □ | □ | □ |
| Comments: | | | | | | |

1. What were the student’s strongest points and positive attributes in the site setting?
2. In what areas do you feel this student needs to improve?
3. Was this student provided the full range of experiences available at your agency?

□ Yes

□ No

Please explain:

1. What kind of additional training or educational experiences would you recommend for this student in the future?
2. Provide an overall assessment of this student in terms of his/her counseling and professional competence, knowledge, skills, and overall performance during the practicum.
3. Is there anything you recommend we could do differently to improve the practicum experience for the student as well as the agency? (Please describe)

13. Would you be willing to work with a doctoral practicum student in the future?

□ Yes

□ No

□ Undecided

Please Explain:

**SUPERVISOR GRADE RECOMMENDATION (Check One)**

□ High Achievement

□ Satisfactory Achievement

□ Minimum Passing

□ Failure

□ Incomplete

Comments:

Field Supervisor’s Signature Date

Thank you for completing this evaluation. Please provide the faculty supervisor with a completed original copy. Your feedback is highly valued. If you have any questions, please contact the faculty supervisor.

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 710 Doctoral Clinical Practicum**

**Student Evaluation of The Practicum Experience**

The purpose of this form is to give you an opportunity to evaluate your practicum experience. Please complete the information in this form. Your responses will help the Graduate Program in Rehabilitation Counseling (GPRC) improve the practicum experience. Return this form to your practicum faculty supervisor by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The information you provide will not be shared by the GPRC with the site where you did your fieldwork. You are, however, encouraged to discuss your responses with your agency supervisor. Thank you for your assistance.

Your Name Faculty Supervisor

Fieldwork Agency Field Supervisor

□ Fall of 20 □ Spring of 20 □ Summer of 20

□ Master’s RC □ Master's CMHC □ Doctoral

1. Provide an overall assessment of your field placement experience in terms of giving you’re an opportunity to function in a professional rehabilitation context.
2. What were the strengths of your field setting?

(a)

(b)

(c)

(d)

1. What were the weaknesses of your field setting?

(a)

(b)

(c)

(d)

1. Are there any suggestions that you have to improve this field site?
2. Please comment on the supervision you received from your agency supervisor.
3. Please comment on the supervision you received from your faculty supervisor.
4. Evaluate your performance as a professional in this field setting.

Student’s Signature Date

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 710 Doctoral Clinical Practicum**

**Weekly Summary of Fieldwork Activities**

Student Credit Hours

□ Fall of 20 □ Spring of 20 □ Summer of 20

Dates of hours: Week beginning: Week ending:

Field Supervisor Fieldwork Agency

Faculty Supervisor

|  |  |
| --- | --- |
| Activities | Hours |
| **1.** **Direct Service** | (Total) |
| 1. Individual |  |
| 1. Family |  |
| 1. Group |  |
| 1. Career and Vocational Counseling |  |
| 1. Other Counseling |  |
| 1. Intake Interview |  |
| 1. Medical, Educational, Social and Vocational Evaluations |  |
| 1. Testing and Assessment |  |
| 1. **Case Management** |  |
| 1. Other (please specify ) |  |
| **2.** **Indirect Service** | (Total) |
| 1. Administration Work |  |
| 1. Report Writing |  |
| 1. Staff meeting |  |
| 1. Case Conference |  |
| 1. Professional Participation and Development |  |
| 1. Consultation with Other Professionals |  |
| 1. Continuing Education |  |
| 1. Other (please specify ) |  |
| **OVERALL HOURS** | **\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Brief description of the week's activities

□ I affirm that the number of Clinical Practicum hours reported for this week is accurate and an accurate representation of the time spent in the identified activities.

Student’s Signature Date

Field Supervisor’s Signature Date

Faculty Supervisor Signature Date

**APPENDIX I**

**REQUIRED DOCTORAL INTERNSHIPS**

This Appendix includes:

1. **Teaching and Supervision Internship Application**
2. **Teaching and Supervision Internship Advisement and Approval Form Supervised**
3. **Teaching and Supervision Internship Hours Log: Weekly**
4. **Teaching and Supervision Internship Hours Log: Semester**
5. **Research Internship Application**
6. **Research Internship Advisement and Approval Form**
7. **Supervised Research Internship Hours Log: Weekly**
8. **Supervised Research Internship Hours Log: Semester**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 721 Teaching and Supervision Internship Application**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of application: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching/Supervision Internship Course:

□ CED 721 Campus Based Course Teaching Internship

□ CED 721 Distance Learning Based Course Teaching Internship

□ CED 721 Fieldwork Supervision Internship

Semester: □ Fall of 20 □ Spring of 20 □ Summer of 20

Note: You will be required to schedule an advisement meeting with the faculty member instructing any teaching or supervision courses in which you are planning to complete your internship (or of the Distance Learning Coordinator for any Distance-Learning courses) for the semester, prior to enrollment. The purpose of the advisement meeting is to confirm your readiness to complete the internship, and to discuss the teaching or supervision internship requirements, expectations, prerequisites, and/or any questions you may have about the teaching or supervision internship.

□ I have scheduled an advisement meeting with the instructor for the following date:

Date

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 721 Teaching and Supervision Internship Advisement and Approval Form**

Student Name

Teaching or Supervision Internship Instructor

Advisement meeting date

Teaching/Supervision Internship Course:

□ CED 721 Campus Based Course Teaching Internship

□ CED 721 Distance Learning Based Course Teaching Internship

□ CED 721 Fieldwork Supervision Internship

Semester: □ Fall of 20 □ Spring of 20 □ Summer of 20

**Checklist:**

□ Teaching/Supervision Internship Application received and reviewed

□ Transcript review

**Approve/Deny Internship**:

□ Approve Internship

□ Postponed pending completion of prerequisite coursework or other necessary preparation. Specify the reason:

Student Signature Date

CED 721 Supervising Instructor Signature Date

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 721 Teaching and Supervision Internship Weekly Hours Log**

This form is to verify and summarize the below student’s completion of required Doctoral Teaching or Supervision Internship hours for the indicated week. Student and instructor should ensure that the student is meeting the required weekly hours (generally an average of 8 hours per week (including class meetings and individual supervision, and group supervision) during 16- week semester) to achieve the minimum of **120 internship hours per semester**. Please record your weekly hours electronically and submit for verification to the faculty member supervising your Internship. You will be required to submit your signed and verified weekly and total semester logs in order to satisfy required internship. Please retain files of signed logs.

Student Name:

Faculty Teaching or Supervision Internship Supervisor(s):

Teaching/Supervision Internship Course:

□ CED 721 Campus Based Course Teaching Internship

□ CED 721 Distance Learning Based Course Teaching Internship

□ CED 721 Fieldwork Supervision Internship

Semester: □ Fall of 20 □ Spring of 20 □ Summer of 20

Dates of hours: Week beginning: Week ending:

Weekly clock hours completed in each activity for this week:

|  |  |
| --- | --- |
| Activities | Hours |
| 1. Classroom Hours (CED 720 or any teaching course) |  |
| 1. Class Preparation Works   Specify: |  |
| 1. Individual Teaching Supervision |  |
| 1. Individual Clinical Supervision |  |
| 1. Group Clinical Supervision |  |
| Activities | Hours |
| 1. Other Clinical Supervision Works   Specify: |  |
|  | (Total) |

□ I affirm that the number of Teaching and Supervision Internship hours reported for this week is accurate and an accurate representation of the time spent in the identified activities.

Student Signature Date

Supervising Instructor Signature Date

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 721 Teaching and Supervision Internship Semester Weekly Log by Clock Hours**

Doctoral students in the Rehabilitation Counseling, Research, and Policy Formal Option are required to complete supervised internships that total a minimum of 600 clock hours in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). The Teaching and the Supervision supervised doctoral internship requirements are met through *three* 3-credit (total of 9 hours) section of CED 721 to complete supervised internship hours in: teaching and supervision. Students should complete a minimum of 120 clock hours per section (a total of 360 hours supervised internship).

This form is to verify and summarize the below student’s completion of required Doctoral Teaching or Supervision Internship hours for the indicated semester. Each student is required to submit their completed Internship Hours log at the completion of each internship. For each Internship experience, submit this form, along with weekly hour logs to the faculty member supervising your Internship for review and validation. A copy of the student’s semester and weekly internship logs must be retained in the student’s program file.

Student Name:

Faculty Teaching or Supervision Internship Supervisor(s):

# Teaching/Supervision Internship Course:

□ CED 721 Campus Based Course Teaching Internship

□ CED 721 Distance Learning Based Course Teaching Internship

□ CED 721 Fieldwork Supervision Internship

Semester: □ Fall of 20 □ Spring of 20 □ Summer of 20

Please briefly describe the Teaching or Supervision conducted in this internship:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Weekly Hours** |  |  |  |  |  |  |  |  |
|  | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** | **Week 15** | **Week 16** |
| **Weekly Hours** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **Total**  **Hours** |  |

□ I verify that the number of hours listed on this log is an accurate representation of the total number of teaching and supervision internship hours completed by the below student this semester.

Student Signature Date:

□ I, the supervising instructor, verify that the number of hours listed on this log is an accurate representation of the total number of teaching and supervision internship hours completed by the student this semester.

Supervising Instructor Signature Date:

Note:

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 790/791 Research Internship Application**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of application: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Requested for:

□ Fall of 20 □ Spring of 20 □ Summer of 20

If planning to enroll in CED 790, have you completed (or currently enrolled in) the requisite 6-hours of graduate level statistics post admission into doctoral program?

□ No

□ Yes

If yes, please list the courses completed and grade received:

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Grade** | **Credit Hours Received** | **Term and Year** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Total number of graduate level statistics post admission into doctoral program: \_\_\_\_\_\_\_\_

Note: You will be required to schedule an advisement meeting with the faculty member instructing the CED 790 or CED 789 course in the semester you plan to enroll, prior to enrollment. The purpose of the advisement meeting is to discuss the research internship requirements, expectations, prerequisites, and/or any questions you may have about the research internship. For CED 790, if you are still completing the required statistics course, you will be required to provide evidence of passing these courses to enroll in the course.

□ I have scheduled an advisement meeting with the instructor for the following date:

Date

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 790/791 Research Internship Advisement and Approval Form**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research Internship Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisement meeting date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research Internship Course:

□ CED 789 Independent Study in Rehabilitation Counseling Research

□ CED 790 Research and Publication InternshipI

□ CED 791 Research and Publication InternshipII

Semester: □ Fall of 20 □ Spring of 20 □ Summer of 20

**Checklist:**

□ Research Internship Application received and reviewed

□ Transcript review

□ Total number of statistics hours completed: \_\_\_\_\_\_\_\_

**Approve/Deny Internship**:

□ Approve Internship

□ Provisional Approval (must complete required statistical course(s) prior to start of upcoming term)

□ Postponed pending completion of prerequisite coursework or other necessary preparation. Specify the reason:

Student Signature Date

CED 790/791 Instructor Signature Date

*Note: A copy of the CED 790/791 Research Internship Application, and completed Approval Form should be placed in student’s file. Students should also keep a copy of their advisement and approval form for their records.*

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 790/791 Research Internship Weekly Hours Log**

Student and instructor should ensure that the student is meeting the required weekly research internship hours (generally an average of 8 hours per week (including class meetings and individual supervision, and group supervision) during 16 week semester) to achieve the minimum of **120 internship hours per semester**. Please record your weekly hours on this form (copy as needed or submit electronically) and submit for verification to the faculty member supervising your Research Internship. You will be required to submit your signed and verified weekly and total semester logs in order to satisfy required research internship. Please retain copies of signed logs.

Student Name:

Faculty Research Internship Supervisor(s):

Research Internship Course:

□ CED 789 Independent Study in Rehabilitation Counseling Research

□ CED 790 Research and Publication InternshipI

□ CED 791 Research and Publication InternshipII

Semester: □ Fall of 20 □ Spring of 20 □ Summer of 20

Dates of hours: Week beginning: Week ending:

Weekly clock hours completed in each activity for this week:

|  |  |
| --- | --- |
| Activities | Hours |
| 1. Classroom Hours (CED 790/791/789) |  |
| 1. Individual Research Supervision |  |
| 1. Individual Teaching Supervision |  |
| 1. Group Research Supervision |  |
| 1. Literature Search |  |
| 1. Data Collection |  |
| Activities | Hours |
| 1. IRB Application |  |
| 1. Draft Writing |  |
| 1. Other Research project hours   Specify: |  |
|  | (Total) |

□ I affirm that the number of Research Internship hours reported for this week is accurate and an accurate representation of the time spent in the identified activities.

Student Signature Date

Supervising Instructor Signature Date

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**CED 790/791 Research Internship Semester Weekly Log by Clock Hours**

Rehabilitation Counseling, Research, and Policy doctoral students are required to complete two research internships as part of the Research Tools component of their Program Plan. This is a supervised advanced research internship designed to allow students to work under the supervision of department faculty to develop practical experience in designing, conducting, and disseminating Rehabilitation Counseling research. Student and instructor should ensure that the student is meeting the required weekly hours (generally an average of 8 hours per week (including class meetings and individual supervision, and group supervision) during 16-week semester) to achieve the minimum of **120 internship hours per semester**.

This form is to verify and summarize the below student’s completion of required Doctoral Research Internship hours for the indicated semester. Each student is required to submit their completed Research Internship Hours log at the completion of each research internship. For each Research Internship submit this form, along with weekly hour logs to the student’s research internship instructor for review and validation. A copy of the student’s research internship semester and weekly logs must be retained in the student’s program file.

Student Name:

Faculty Research Internship Supervisor(s):

Research Internship Course:

□ CED 789 Independent Study in Rehabilitation Counseling Research

□ CED 790 Research and Publication InternshipI

□ CED 791 Research and Publication InternshipII

Semester: □ Fall of 20 □ Spring of 20 □ Summer of 20

Please briefly describe the research conducted in this internship:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Weekly Hours** |  |  |  |  |  |  |  |  |
|  | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** | **Week 15** | **Week 16** |
| **Weekly Hours** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **Total**  **Hours** |  |

□ I verify that the number of hours listed on this log is an accurate representation of the total number of research internship hours completed by the below student this semester.

Student Signature Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ I, the supervising instructor, verify that the number of hours listed on this log is an accurate representation of the total number of research internship hours completed by the student this semester.

Supervising Instructor Signature Date:

Note:

**APPENDIX J**

**DOCTORAL STUDENT POLICIES AND GENERAL INFORMATION**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Graduate School Student Policies and General Information**

Detailed information covering the Graduate School Calendar, General Requirements for all Doctoral Degrees, and General information can be found through the [Graduate School Bulletin](https://gradschool.uky.edu/graduate-school-bulletin) or <https://gradschool.uky.edu/sites/gradschool.uky.edu/files/Bulletin/2019-2020/GraduateBulletin_Part_1_2019-20_3.pdf>. However, for the ease of you, the doctoral student, we have provided specific Graduate School policy information on Residency Requirements, Fellowships and Assistantships, Tuition Scholarships (i.e., Student Support and Student Loans), and Health Services.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Graduate School Calendar** | | Graduate School registration deadlines (2019-2020) | | Graduation deadlines (2019-2020) | | Graduate School funding deadlines (2019-2020) | | **General requirements for all doctoral degrees** | | Doctor of philosophy (Ph.D.) degree | | The major professor and the advisory committee | | Residency Requirements | | Pre-qualifying residency | | Post-qualifying residency | | Foreign language requirement | | The qualifying examination | | Pre-qualifying time limit | | Final examination | | The dissertation | | Time limit for doctoral degrees | | Assessment of good progress for doctoral students | | **General information** | | Graduate School Calendar (i.e., Admission Deadlines, Registration Deadlines, Graduation Deadlines) | | Tuition and fees | | Fellowships and assistantships | | Student loans | | Health services | | Student ID card (UKID) | | Counseling and testing center | | Disability services | | Housing |   **Residency Requirements**  *The following information can be found in the 2019-2020 Graduate School Bulletin (pg. 39)*. The purpose of a residency requirement is to encourage doctoral students to experience contact with the academic community: colleagues, libraries, laboratories, on-going programs of research and inquiry, and the intellectual environment that characterizes a university. Such experience is generally as important as formal class work in the process of intellectual development. While the residency requirement is, by necessity, given in terms of full or part-time enrollment, the intent of the requirement is to ensure that the student becomes fully involved in an essential part of scholarly life. Students must complete the equivalent of two years of residency (36 credit hours) prior to the qualifying examination and one year of post-qualifying residency. Exceptions to this normal pattern may be made with the approval of the Dean of the Graduate School upon the written recommendations of the student's advisory committee and the Director of Graduate Studies, which clearly demonstrate that the principle of residence is preserved. The ultimate goal of these requirements is to lead students to scholarly accomplishment, not solely to amass semester hours or time spent. |
| **Pre-Qualifying Residency**  *The following information can be found in the 2019-2020 Graduate School Bulletin (pg. 39)*. Doctoral students must complete the requirement of 36 credit hours of graduate coursework\* within five years of entry into the doctoral program. Extensions up to an additional three years may be requested to fulfill the pre-qualifying requirement (see “Pre-Qualifying Time Limit”). The graduate faculty of a doctoral program (or group of programs) also has the option to petition Graduate Council to reduce or increase the five-year time limit. If approved, this modification will then apply to all doctoral students in that program. \*Some programs require more than 36 hours of graduate coursework prior to the qualifying examination. An awarded master’s degree from the University of Kentucky or from another accredited school may satisfy 18 of this 36-hour pre-qualifying requirement. Such requests should be made by the DGS to the Senior Associate Dean of the Graduate School. For students with extensive prior graduate work, a waiver of additional pre-qualifying residency hours may be appropriate. Requests should be submitted in writing by the DGS to the Dean of the Graduate School and should include a detailed justification and evidence that the student’s Major Professor and Advisory Committee support the request. Information found through the 2019-2020 Graduate School Bulletin (pg. 39) |

## FELLOWSHIPS AND ASSISTANTSHIPS

#### Financial assistance is available in the form of fellowships and assistantships, as well as research funding. A fellowship is a non-service award made to superior students to assist in the pursuit of an advanced degree. An assistantship is an appointment to perform specified teaching or research duties. The University of Kentucky honors the following Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants Adopted by the Council of Graduate Schools in the United States.

**FELLOWSHIPS**

There are non-service fellowships available in all areas of graduate work. The majority of these fellowships carry a tuition scholarship and student health insurance as well as a stipend. Tenure may be from one to three years, depending on fellowship type. While the Graduate School formally awards fellowships, the department in which a student is enrolled or seeks to enroll makes nominations for most fellowships.  
  
Almost all fellowships are awarded beginning with the fall semester. Departments make fellowship nominations at the beginning of the spring semester for the next academic year, so students interested in a fellowship should work with their DGS to ensure submission of applications and all supporting documents before that time. Later applicants have a reduced chance of obtaining a fellowship. Notification regarding awarding of fellowships comes from the Graduate School by early May.

**ASSISTANTSHIPS**

Approximately 1500 teaching or research assistantships are available from departments and other units of the University. In addition to an assistantship stipend, full or partial tuition scholarships and student health insurance are available for most assistantship holders. The majority of assistantships are awarded beginning with the fall semester. Students interested in an assistantship should submit applications to their department by February 1 for the next academic year; late applicants have a reduced chance of obtaining an assistantship. Most assistantship decisions are made by April for the coming academic year.

Notification of an assistantship comes from the department. Questions about the availability of positions and the status of assistantship applications should be addressed to the Director of Graduate Studies in the department a student seeks to enter.

**TUITION SCHOLARSHIPS AND STUDENT SUPPORT**

**Ezra Gillis Graduate Tuition Scholarship**

Newly admitted out-of-state Master’s and Doctoral students may be eligible for the Ezra Gillis Graduate Tuition Scholarship. Awards receive $2500 per semester (fall and spring only) for up to a maximum of four semesters, if nominated by the Director of Graduate Studies. Gillis Scholarship recipients must be full-time students without other funding; thus, programs may utilize it for students who will not have assistantships or fellowships in their first or second year of study. Gillis Scholarships are potentially renewable, for a total of up to four terms. If the student maintains a 3.5 GPA after the first year of study, the DGS can nominate the student for an additional year of support. Thus, this is a potentially renewable scholarship with a maximum award of $10,000 for master’s and doctoral students. The allocation process is provided each spring to the DGS. Selections are made on-line via the GS database each spring for the following fall term. Each program will determine which student should be awarded the Gillis Scholarship. The program will communicate the scholarship offer to the student. Gillis Scholarships are not transferable.

**Kentucky Graduate Scholarship**

The KGS Scholarship program has been discontinued for new students. Continuing graduate students who were awarded KGS eligibility will be able to access that award under the terms of their original offer.

**Student Support**

Funds are available to students enrolled in graduate programs for assistance with expenses relating to dissertation or thesis research as well as for travel to present research at professional meetings. Students should contact the [Graduate School Funding Office](http://www.gradschool.uky.edu/fellowship/supportfunding.html) for graduate school forms and/or student support. Students should consult with the Director of Graduate Studies in the department they seek to enter for information regarding nomination for other research support funds that may be available from the Graduate School.

**Student Loans**

U.S. citizens and eligible non-citizens may apply for federally supported loans and work-study assistance. To be considered, complete the Free Application for Federal Student Aid (FAFSA), available in the UK Student Financial Aid Office, 128 Funkhouser Building, Lexington, KY 40506-0054, 859.257.3172; fax 859.257.4398. Students may also apply online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov/) or go to the [Financial Aid Office](http://www.uky.edu/FinancialAid/).

**HEALTH SERVICES**

**University Health Service**

Not all graduate students are required to pay the health fee. Only full-time students (those taking 9-hours or more) will pay the mandatory health fee via their student account. For all other students, including those in zero and two-credit hour courses, the health fee is optional. Full-time graduate students who have paid the health fee have access to University Health Service (Student Health) at little or no cost. Part-time, zero-credit, and two-credit hour students may access University Health Service by voluntarily paying a health fee or by being seen on a fee for service basis. To use University Health Services in the summer, all students must pay the summer health fee or pay a fee-for-service basis. All voluntary requests for the health fee should be made to Student Account Services. Services related to hospitalization, surgical procedure, accident care, and other health care provided outside University Health Service, are not covered by the health fee. The University, including University Hospital, assumes no responsibility for a student’s medical expenses.

The convenience of an on-campus health care facility, a low-cost prepaid plan for outpatient services, and a student group health insurance plan are designed to make UK's total health plan attractive and economical for graduate and professional students, both full-time and part-time. All full-time students must pay the student health fee in fall and spring semesters, which entitles them to medical, and mental health care at the University Health Service. For students who attend either of the summer sessions, the health fee is optional. Part-time students may prepay the student health fee or may use the health service on a fee-for-service basis; the health fee may be paid at the Student Billing Office.

The University Health Service is located on S. Limestone Street. All visits are made by appointment 859.323.2778. Physicians, nurse practitioners, psychiatrists, and other health professionals staff the clinic. Spouses of eligible students are eligible to receive their primary care at the University Health Service. They are charged for all services rendered. Children and other family members are not eligible. Services covered by the health fee include: unlimited visits to clinicians for illness or injury, some laboratory services and x-rays ordered by the health service clinician as part of evaluation for an illness or injury, some medications, allergy shots, and immunizations, and visits to the professionals in the Mental Health Service office. For additional information, contact the University Health Service at 859.323.5823.

**Health Insurance**

Services related to hospitalization, surgical procedures, accident care, and any other health care provided outside the University Health Service, are not covered by the health fee. The University of Kentucky strongly endorses the belief that students should have health insurance, either provided by their parents’ policy or by an independent insurance company. and any other health care provided outside the University Health Service are not covered by the health fee. The University of Kentucky strongly endorses the belief that students should have health insurance; either provided by one’s parents, the Veterans Affairs (if a veteran or dependent) outside the University of Kentucky. The University, including the University Hospital, assumes no responsibility for students’ medical expenses.

**Health Insurance Requirements for International Students**

The University of Kentucky has a mandatory health insurance program for all international students. International students who are in F-1 and J-1 visa status will be charged for the health insurance plan along with their tuition and fees. Students who have purchased health insurance in their home countries or who are covered as a dependent on a U.S. plan may be eligible for a waiver. J-2 dependents who enroll in classes will be charged for the health insurance along with their tuition and fees. International students on a J-1 or F-1 visa are required to purchase health insurance for all of their dependents. International students with questions about health insurance should contact the health insurance coordinator in the Office of International Affairs at 859.257.4067 ext. 238.

Health Insurance Coverage for Graduate TA, RA, GA, and Institutional Fellowship Recipients: Health insurance coverage is provided to all enrolled and degree-seeking graduate students with full-time teaching, research, or graduate assistantships, full-time fellowship recipients, or a combination of these positions. The Graduate School Funding Office administers this insurance program. The insurance is provided to eligible graduate students at no cost. The student insurance plan is a preferred provider organization (PPO), and UK Hospital and UK College of Medicine physicians are the area-preferred providers. When receiving treatment away from UK, students can expect higher-out-of-pocket costs. Additionally, the plan is an illness and injury plan only; it does not provide for preventative care or coverage of treatment in the absence of illness or injury, except as specifically provided in the policy.

**Student Group Insurance Plan**

The student insurance plan is a preferred provider organization (PPO), and UK Hospital and UK College of Medicine physicians are the preferred providers. When receiving treatment away from UK, you can expect significantly higher out-of-pocket costs. Additionally, the plan is an illness and injury plan only; it does not provide for preventive care or coverage of treatment in the absence of illness or injury, except as specifically provided in the policy. The annual policy provides year-round coverage. Students may also purchase coverage for their spouse and/or children. For further information and enrollment dates, call 859.323.5823, ext. 230. The current insurance plan is underwritten by Academic Health Plans/Humana Insurance Company.

**APPENDIX K**

**STUDENT AGREEMENT FORMS**

This Appendix includes:

1. **Doctoral Program Policy and Procedures Manual Agreement Form**
2. **Preliminary Exam Verification**
3. **Qualifying Exam Verification**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Doctoral Program Policy and Procedures Manual Agreement Form**

**Student Information**

Student Name:

Student ID:

Email:

Phone (Cell):

Phone (Work):

Student Agreement:

**□** I hereby certify that I have obtained a copy of the University of Kentucky Department of Early Childhood, Special Education, and Counselor Education Doctoral Program Policy and Procedures Manual Ph.D. Student Manual and have read the manual, appendices, and included materials related to my doctoral studies.

Student Signature Date

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Preliminary Exam Verification**

**Preliminary Examination Verification**

Students in the **Rehabilitation Counseling, Research, and Policy Formal Option** are required to take and pass a Preliminary Examination prior to applying to complete their qualifying examination. The preliminary exam is designed to ensure that students have developed, and can demonstrate, doctoral-level mastery, knowledge, and competency in each of the five doctoral core content areas:

1. Counseling

2. Supervision

3. Teaching

4. Research and Scholarship

5. Leadership and Advocacy.

The preliminary exam will consist of five comprehensive questions, each focused on one of the core content areas. This is a written exam to be administered over a 3-day period. Students will have the opportunity to take the examination on a bi-annual basis, in the Spring and Fall semesters. The content of the qualifying examination is aligned with the content of the program coursework related to the doctoral core content areas, as listed below. *Students are required to have completed and received a passing grade of “B”or higher in these required courses prior to taking the preliminary exam.* These courses include:

1. CED 701 Seminar for EDSRC Leadership Personnel (four semesters)
2. CED 712 Seminar in EDSRC Professional Services
3. CED 715 Advanced Seminar in Psychosocial Aspects of Chronic Illness and Disability;
4. CED 720 Seminar in EDSRC Teacher Preparation
5. CED 721 Practicum in EDSRC Personal Preparation (minimum of 6 hours, including

required course in field-work supervision)

1. CED 735 Advanced Methods for Teaching and Conducting Research in Rehabilitation

Counseling: From Theory to Practice;

1. CED 740 Administration, Supervision, and Program Evaluation in Rehabilitation

Counseling;

1. CED 760 Contemporary Practices in Rehabilitation;
2. CED 770 Advanced Seminar in Rehabilitation Counseling Theory, Practice, &

Education;

1. CED 789/790/791 Independent Study in EDSRC Research/Research and Publication

Internship

The general content of each comprehensive question will be determined by the Rehabilitation Counseling Program core faculty and will be communicated to the student at least two weeks in advance of the scheduled exam date, as will the conditions related to the use of technology, references, and any other matters related to the “test-taking environment.” A period of 4 hours will be provided for each response. No more than two questions will be scheduled for a single day. Please see the Preliminary Exam Format table below for details. The development of written exam responses is an independent activity. Responses must be submitted at the time and in the format requested on the exam date. *Failure to comply constitutes an automatic failure.*

**Preliminary Exam Format Table**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** |
| **Morning** | Counseling | Teaching | Rehabilitation Counseling Research and Scholarship |
| **Afternoon** | Supervision | Leadership and Advocacy |

**Evaluation of the Preliminary Examination**

In order to successfully complete the preliminary examination, students must receive a passing score on each of the five core content sections. Examinee’s responses for each content area are to be read and evaluated by two core Rehabilitation Counseling faculty, one of whom is to include the student’s major advisor. In the event that the two reading faculty disagree as to the outcome (pass or fail) on any of the content areas of the exam, a third faculty reader will be selected on a rotating basis. The third faculty reader will review and score the exam, and the majority opinion of the three faculty will constitute the resulting outcome (pass or fail).

The faculty grading the comprehensive examination will score each content area based on a 100-point scale according to grading rubrics established by the Program faculty for each question. On each content area, students achieving a score of 70 points or above will be deemed to have passed that section of the exam, and students receiving a score of 69 points or below will be deemed to have failed that section of the exam.

Students failing the exam, or any section of the exam, will be required to apply to retake and pass the exam (or failed section(s)) prior to applying to complete their qualifying examination. Students required to re-take the exam or sections of the exam will do so during a regularly scheduled (bi-annual) examination period. If a student has failed one or more sections of the exam, but passed others, the student will only be required to complete the sections on which he or she received a failing grade. The second preliminary examination must be taken within one year (or two cycles) after the first examination. If a student has not passed all sections of the exam after re-taking the exam two times, a third re-examination is not permitted and the student will be terminated from the program. The results of the preliminary examination, pass or failure, will be reported to the student within 7 days of the date of the exam.

Students are required to sign a document indicating that they have read and agreed to the above stipulations governing the Preliminary Exam.

**Student Name: Student ID:**

**□ I hereby certify that I have read and agree to the above stipulations governing the Preliminary Exam.**

**Student Signature Date**

**EDSCE Ph.D. Rehabilitation Counseling Education, Research, and Policy Formal Option**

**Qualifying Exam Verification**

**Qualifying Examination Verification**

The doctoral program Qualifying Examination should be completed satisfactorily at the end of the student’s planned program of coursework and after the student has met the Graduate School’s Residency requirements for the Qualifying Examination. The Qualifying Examination may not be taken before the final semester of coursework (excluding the semester of initial registration for dissertation residency credits, CED 767). Students in the Rehabilitation Counseling, Research, and Policy Formal Option are required to take and pass the Preliminary Examination prior to scheduling their qualifying examination. Furthermore, as noted above, students with a cumulative GPA below 3.20, or who have a grade below a “B” in any required courses in the Graduate Core or Rehabilitation Counseling Emphasis areas of their program plan may not sit for the qualifying examination.

Students are required to take the qualifying examination within five years of entry into the program. Extensions up to an additional three years may be requested. If the qualifying examination has not been passed at the end of five years, or at the end of all approved time extensions, the student will be dismissed from the program.

**Qualifying Examination Residency Requirements**

A complete description of University residency requirements for the qualifying examination can be found in the current Graduate School Bulletin (<https://gradschool.uky.edu/studentforms>). Due to individual differences with regard to previous or prerequisite coursework, the total number of pre-qualifying exam credit hours may vary across students. Prior to scheduling the qualifying examination, Graduate School policy requires that students complete the equivalent of two years of residency (36 credit hours) prior to the qualifying examination. An awarded Master’s degree from the University of Kentucky or from another accredited school may satisfy 18 of this 36-hour pre-qualifying requirement. Requests related to this substitution must be made by the Department’s Director of Graduate Studies (DGS) to the Senior Associate Dean of the Graduate School. Students should discuss the application of a Master’s degree to their pre-qualifying residency with their Major Advisor and the Department DGS. A detailed justification and evidence that the student’s Major Professor and Advisory Committee support the request is required.

**Scheduling the Qualifying Examination**

Typically, the semester following completion of all coursework prescribed by the student’s Advisory Committee (i.e., the student’s program plan), the student will be expected to complete the Qualifying Examination. Per Graduate School policy, the Advisory Committee must be formed at least 1 year prior to scheduling the Qualifying Exam. Students should keep in mind that the request to schedule the oral component (see below) of the qualifying examination must be submitted to the Graduate School *a minimum of two weeks in advance*. This request is to be submitted to the Graduate School electronically via: <https://ris.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm>.

Furthermore, students must enroll in CED 767 Residency Credit from the time that they complete their qualifying examinations until completion of their dissertation (not including summer semesters).

**Qualifying Exam Components**

(EDSCE Departmental policy governing Ph.D. Qualifying Exams: Effective for Qualifying Exams occurring during and after the Fall 2013 semester (Approved May 2, 2012))

A qualifying examination, consisting of both written and oral components, is required of all Rehabilitation Counseling, Research, and Policy Formal Option doctoral students. Its purpose is to verify that students have sufficient understanding of and competence in the field to become candidates for the degree.

The written component of the Qualifying Exam may be taken at any time after the student has completed her or his program plan of coursework and passed his or her preliminary examination. The written exam is scheduled by the student and the Advisory Committee to occur at a time most convenient for all parties, and the DGS is notified of this date in writing (see below approved EDSCE Format and Process). The written component consists of a project and/or written test devised by each member of the student’s Advisory Committee. Each committee member determines the amount of time required to complete the written examination. The student should meet with each committee member to set up a timeline and to discuss the contents of the student’s written examination.

Students, in conjunction with their committee, may choose either of the following options for the written component of the qualifying examination after they have scheduled the qualifying exam date. Students must consult with committee members well in advance to confirm their choice and discuss availability.

**Option 1**

Students may opt to have a written exam over one or more comprehensive questions submitted by committee members. The general content and the length of time permitted for the response to each question will be determined by the contributing committee member(s) and will be communicated to the student at least two weeks in advance of the scheduled date. If, for example, the time permitted for a single question is 3 – 4 hours, no more than two questions may be scheduled for a single day. The contributing committee member(s) will determine (and communicate to the student) conditions related to the use of technology, references, and any other matters related to the “test-taking environment.”

**Option 2**

Students may opt to receive one or more “extended response” comprehensive questions/projects submitted by committee members. Students will receive such questions/projects no more than 12 weeks and no less than 8 weeks, including periods of time when classes are not in session, prior to the required submission date (two weeks in advance of the scheduled qualifying exam date). The amount of time permitted within the 8-12 week interval will be determined by the committee and may be based upon whether the student has chosen Option 2 in entirety or a blend that includes Option 1. In cases where students schedule the exam to occur prior to the 8th - 12th weeks of the semester, the questions/projects will be provided in the preceding semester. In the event that a student reschedules the exam to a later date, the committee may determine that a replacement question/task is required.

**Note:** The development of qualifying examination responses is an independent activity and must not include feedback from faculty, fellow students, or any other external consultation. Responses must be submitted to the contributing committee member in the format requested at least two weeks before the scheduled oral qualifying exam date. Failure to comply constitutes an automatic failure on the written response(s) and precludes an oral exam component over that question/task. Though not required, an individual committee member may ask the student to also submit copies of responses provided to one or more of the other contributors.

In addition to the contents of the written exam, the oral exam may cover any other content deemed appropriate by the Advisory Committee. The oral examination is scheduled once the written examinations have been completed and the Graduate School has been notified in writing by the Department DGS. The Graduate School will not permit scheduling of the oral component of the Qualifying Examination if their review of transcripts indicates any “I” grades, outstanding parking tickets or library fines, or other student fees. The student is responsible for scheduling the oral component of the Qualifying Exam with the Advisory Committee and the Graduate School. As noted above, the request to schedule the oral qualifying examination must be submitted to the Graduate School a minimum of *two weeks in advance* and is submitted electronically via: <https://ris.uky.edu/cfdocs/gs/DoctoralCommittee/Selection_Screen.cfm>

**Qualifying Examination Results**

Successful completion (i.e., a “pass”) of the Qualifying Examination is determined by a simple majority of members of the student’s Advisory Committee. A tie vote constitutes a “fail”. The results of the examination, pass or failure, must be reported to the Graduate School within 10 days of the date of the exam. In the event of a pass decision, the student is admitted to Degree Candidacy and is eligible to formally initiate and receive post-qualifying exam residency credit (i.e., CED 767) towards work on his/her dissertation. The student may be referred to as a doctoral candidate at this point in his or her program.

In the event of a “no-pass or “failure” decision on the part of the Advisory Committee, the student will be immediately informed of required remedial actions prior to re-scheduling a second Qualifying Exam. The minimum time between examinations is four months. The second examination must be taken within one year after the first examination. In the event of failure on the second qualifying exam, a third examination is not permitted and, per Graduate School guidelines, the student is terminated from the program.

**Additional Qualifying Exam Policies and Process**

1. In accordance with Graduate School policy, the Qualifying Exam consists of written and oral sections. If a student does perform poorly on the written component of the examination and the committee believes that the deficiencies cannot be rectified by a good performance in the oral examination, the student fails the entire Qualifying Examination and must schedule a second attempt. The second (and final) attempt cannot occur less than 4 months from the initial attempt.
2. Students are required to sign a document indicating that they have read and agreed to the above stipulations governing the Qualifying Exam.

**Student Name: Student ID:**

**□ I hereby certify that I have read and agree to the above stipulations governing the Qualifying Exam.**

**Student Signature Date**

**APPENDIX L**

**PROFESSIONAL ORGANIZATIONS AND RESOURCES**

## Professional Organizations

\*Pricing in these organizations increases once you are no longer a student and may change over time; check the websites (linked) for the most updated rates. Typically, membership in divisions require menbership in the parant organizaiton.

| General Counseling & Rehabilitation Counseling Organizations | |
| --- | --- |
|  | Student Cost |
| [American Counseling Association (ACA)](https://www.counseling.org/membership/join-reinstate) | $102 |
| [American Rehabilitation Counseling Association (ARCA)](http://www.arcaweb.org/) | $15 |
| [National Rehabilitation Association (NRA)](https://www.nationalrehab.org/) | $25 |
| [Rehabilitation Counselors & Educators Association (RCEA)](https://www.rceapro.org/) | $45 |
| [Association on Higher Education & Disability (AHEAD)](https://www.ahead.org/membership/member-categories) | $40 |
| [American Mental Health Counselors Association (AMHCA)](https://www.amhca.org/home) | $84 |

| Specialty Area Counseling Organizations | |
| --- | --- |
|  | Student Cost |
| [National Association of the Deaf](https://www.nad.org/join/) | $40 |
| [Hearing Loss Association of America](https://www.hearingloss.org/make-an-impact/become-a-memberrenew/) | $25 |
| [Association for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling (ALGBTIC)](http://www.algbtic.org/) | $32 |
| [Association for Multicultural Counseling and Development (AMCD)](https://multiculturalcounselingdevelopment.org/how-to-join/) | $30 |
| [National Association of Multicultural Concerns (NAMRC)](http://namrc.org/) | $45 |

## Professional Resources

Important resources to keep track of as you develop and seek licensure and certification include:

* [Commission on Rehabilitation Certification](https://www.crccertification.com/about-crc-certification)
* [National Board for Certified Counselors](https://www.nbcc.org/About)
* [Council for Accreditation of Counseling and Related Educational Programs](http://www.cacrep.org)