Guidelines for the Development and Evaluation of Counseling Students

Preface

The Counseling Program at Colorado State University accepts bright, capable students who, in general, are expected to progress satisfactorily to the Ph.D. degree. The program recognizes that students: (a) grow and develop at different rates and in different ways; (b) possess different personal, professional, and cultural characteristics; and (c) function in varying role and commitment structures. In accepting a diversity of students, the program faculty accept the responsibility to take these differences into account and to nurture student development.

Students are expected to be autonomous individuals who are responsible for understanding the goals and requirements of the program and for their own personal and professional development. At the same time, the faculty accepts the obligation to the student, the program, the university, and the profession to assure that students are making timely and quality progress. That is, the program accepts the dynamic tension between the student's self-determined development and the faculty's responsibility to evaluate a student's behavior against criteria for appropriate professional development. The program, therefore, in this document, has outlined a set of general guidelines to govern a student's progress through the program, the criteria and procedures of evaluation, and the processes of appeal.

At times, there will be a need to deviate from these guidelines. For example, a student may be ill for a period of time, may have family obligations which require him/her to take time away from the program or to reduce his/her involvement for a period of time, or may, for a variety of positive reasons, plan on taking an extra year to complete requirements, spreading them over a longer period of time. At such times, the student, working through his/her advisor or co-advisor, has the responsibility to: (a) propose a concrete plan which deviates from the general scheme; and/or (b) request a leave of absence from the program for a specified period of time. Upon acceptance (by majority vote) by the program faculty of the plan or requested leave, the student's progress may diverge from the general guidelines.

Graduate degree requirements, course content, and policies and procedures are constantly being changed in order to improve the quality of the program and to be in compliance with departmental, university, and/or APA requirements. Students should expect such changes during the course of their graduate education. Under ordinary circumstance, students are expected to meet new requirements and conform to new policies and procedures. However, when a change in requirements, procedures, or policies would interfere significantly with the quality of the student's training or increase the time needed to obtain a degree, the graduate program faculty may approve, by majority vote, a plan that either accepts prior requirements, procedures, or policies or some blend of new and old requirements, procedures, or policies.
Checklist of Program Requirements

Below is a general checklist of program requirements. Requirements are listed in the following areas: (1) Core psychology courses; (2) Counseling courses; (3) Clinical development; (4) Research; and (5) Comp projects/exams.

1. **Core Psychology Courses:** All students must complete or examine out of at least one PSY 600 course in each of the following areas:
   a. biological bases of behavior (PSY 600B, PSY 600C, or PSY 600D)
   b. cognitive/affective bases of behavior (PSY 600F, PSY 600L or PSY 600M)
   c. individual differences (PSY 600H or PSY 600I) (PSY 600H is required and fulfills this requirement)
   d. social bases of behavior (PSY 600G)
   e. history (PSY 600A)

2. **Counseling Psychology Courses:** All students must complete or examine out of the following courses:
   - PSY 670 (Psychological Measurement: Personality)
   - PSY 672 (Psychological Assessment: Intelligence)
   - PSY 675 (Ethics)
   - PSY 720 (Psychopathology)
   - PSY 727 (Theories of Vocational Development)
   - PSY 722 (Empirically Supported Treatments)
   - PSY 775 (Diversity Issues in Counseling)
   - PSY 792A (Sup/Consult.)

   In addition to the above courses, all students must complete the following:
   
   A. At least two additional seminars or graduate level courses, excluding practica, independent studies, and thesis/dissertation/research hours. Courses may be any graduate level course or seminar in or outside the Department of Psychology. Courses/seminars must total at least six semester hours of credit.

3. **Clinical Development:** All students must complete or examine out of the following:
   - PSY 610A & PSY 611 (Clinical Skills)
   - PSY 786AV (PSC Adv. Practicum--2 semesters)
   - PSY 596 (ProSem)
   - PSY 686A (UCC Practicum--2 semesters)
   - Internship
   - PSY786J (Voc. Assess./Practium)

4. **Research:** All students must complete or examine out of the following:
   - PSY 652 & PSY 653 (Statistics)
   - Masters thesis
   - PSY 655A (Research Issues and Models)
   - Doctoral dissertation

5. **Comp Projects/Exams:** All students must complete the following four comp exams/projects:
   a. Teaching and Psychoeducational Comp
   b. Internship Readiness Comp (IRC)
I. General Developmental Guidelines for Progress to the Ph.D. Degree in Counseling Psychology

The following developmental progression is outlined for a student who enters the program with no or minimal post-baccalaureate work in psychology. Because graduate course work and experience of students with prior graduate experience vary so widely, the student who has advanced course work, experience, and/or degrees will work with his/her advisor or co-advisor to modify the general guidelines to fit his/her background.

Guidelines are organized sequentially and in terms of the following general areas or tasks—general professional development, course work, clinical development, thesis, comp exams, dissertation and internship. Not all of these are relevant to every student at a given point in time. If they do not appear, then they are assumed not to be primary for development at that point in the program.

First year—First semester

1. General professional development:
   a. Meet with temporary advisor or co-advisor and schedule first year courses, generally the courses outlined for the first semester of the program plus one of the core (PSY 600) courses.
   b. Attend orientation program.
   c. With assistance of advisor or co-advisor develop a concrete plan for approaching examining out of those classes in which the student has significant prior graduate work.

2. Course work: Satisfactorily complete course work (grade average of B or better).

3. Clinical development: Either satisfactorily examine out of PSY 610/611 (as determined by examination procedure constructed by instructors) or successfully complete PSY 610 with grade of B or better.

4. Thesis development: (If student enters the program with a masters degree from another program, then the student works with the advisor or co-advisor and another program faculty member for a review of the prior thesis to determine whether it meets the masters thesis requirement.)

[Overview: The thesis is a developmental process that unfolds over the first two to two and a half years in the program. The following is a general overview of thesis development, even though individuals may vary considerably in this process. In the first semester, students are to move toward selecting a thesis advisor or co-advisor. Research methodology (PSY 655A) and the first-year orientation course assists the student toward a thesis proposal. Work with]
the advisor or co-advisor and other committee members also moves the student toward a proposal. If feasible, the thesis is proposed at the end of the first year or early in the second year. Data are collected, analyzed, and written up in the second year or by the beginning of the third year. The program expects that the thesis will be completed no later than the end of the fall semester of the third year. If the thesis is not completed by this time, the program then asks the student to devote most of his/her academic time to the completion of the thesis.]

a. Explore selection of a potential permanent advisor or co-advisor. Program will attempt to facilitate this through exposure of faculty to students, but student has task of finding a permanent advisor or co-advisor by no later than the end of the first semester or the beginning of the second semester.

b. Discuss possible thesis topics with advisor or co-advisor.

**First year-Second semester**

1. General professional development: Meet with advisor or co-advisor to discuss program of study, general professional plans, concerns and issues, etc.

2. Course work: Satisfactorily complete course work, generally courses outlined for the second semester of the program.

3. Clinical development: Examine out of or satisfactorily complete PSY 611 with a passing grade.

4. Thesis development:
   a. Meet with advisor or co-advisor, compose thesis committee, and file GS-6 form.
   b. Work on thesis proposal with every effort made to present proposal (generally introduction and method sections of thesis ) to committee for approval before the end of spring semester. The development of a thesis proposal is a requirement of the first-year orientation course and constitutes the first-year project.
   c. Make arrangements for data collection, including human subjects forms and processes (assuming that human subjects are relevant to thesis) and including submitted plan for PSY 100 subjects (assuming that this subject pool is relevant to thesis).
   d. Develop a plan for data analysis.
Second year—First semester

1. General professional development: Maintain quality contact with advisor or co-advisor to address issues pertaining to thesis and general professional development.

2. Course work: Satisfactorily complete course work, generally courses outlined for the first semester of the second year of the program plus a core (PSY 600).

3. Clinical development: Satisfactorily complete PSY 686A (UCC practicum) with grade of "pass".

4. Thesis development:
   a. If proposal not completed in prior semester, finish proposal and present to committee. Revise proposal as needed.
   b. Finalize arrangements for data collection.
   c. Collect data.
   d. Analyze data as much as possible.
   e. As appropriate, begin writing results section.

Second year—Second semester

1. General professional development: (Many of these activities may appropriately happen after the thesis is completed but the student needs to be actively approaching and planning for his/her doctoral work):
   a. Discuss with advisor or co-advisor whether advisor or co-advisor will remain as doctoral advisor or co-advisor or not.
   b. Meet with doctoral advisor or co-advisor to outline general directions for third and fourth years, i.e., general course planning, nature and scheduling of comps, nature and scheduling of dissertation and internship, etc. Outcomes desired are good working relationship between student and advisor or co-advisor and a general plan for approaching and completing the program, a plan which takes into account the characteristics of the student and his/her developmental needs, goals, and values.
   c. If at all possible, the advisor or co-advisor should be able to report the general nature of this plan at the student evaluation meeting at the end of the second year.

2. Course work: Satisfactorily complete course work, generally courses outlined for the second semester of the second year of the program plus a core (PSY 600).
3. Clinical development: Satisfactorily complete PSY 686AV (UCC practicum) with a grade of "pass".

4. Thesis development:
   a. Finish data analyses as needed.
   b. Finish writing results and discussion sections.
   c. Successfully defend thesis.
   d. Rewrite thesis as needed.
   e. Make sure all forms (GS-24 Report of Final Examination Results and GS-25 Application for Graduation) are filed appropriately and within requisite time lines.

Third year-First semester

1. General professional development:
   a. As appropriate, finalize doctoral committee and meet with committee to discuss and approve doctoral program and implementation plans.
   b. File doctoral program of study form (GS-6).
   c. The Graduate School has a form to document the completion of Preliminary Examinations. The Psychology Department does not have preliminary examinations as do some departments. Completion of preliminary examinations in psychology is accomplished when the student has (a) completed all masters degree requirements, including successful defense of the thesis, and (b) has completed successfully (B average) or successfully examined out of courses in three out of the five core psychology areas (e.g., PSY600 courses). As soon as these two conditions are met, the student should have his/her doctoral committee complete and file the Report of Preliminary Exam form (GS-16). The earliest usual date for completion of the preliminary exam conditions is in the fall semester of the third year. It should be filed at this time or as soon as possible thereafter.

2. Course work: Satisfactorily complete course work for third year of program, finishing core (PSY600 courses) as needed, taking seminars, etc.

3. Clinical development: Satisfactorily complete PSY 786AV (PSC practicum) with grade of "pass".

4. Thesis: Thesis must be completed by end of this semester, before further doctoral studies can be pursued. Student, advisor or co-advisor and thesis committee work together to develop plan for completion by the end of the semester. If the thesis is not completed by this time, then the student may enroll only for thesis credit and PSC (PSY 786AV) practicum
credit (spring semester, third year only) until the thesis is completed. After that time the student may register only for thesis credits.

5. Comps: Work on comps as appropriate. Often this involves completing the ethics comp. Teaching comp and spike of excellence comp may be completed as appropriate.

6. Dissertation: Meet with advisor or co-advisor, discuss general topic, and begin dissertation topic development.

**Third year-Second Semester**

1. General professional development: Work with advisor or co-advisor and other relevant faculty to continue professional development in line with developmental needs and professional goals.

2. Course work: Satisfactorily complete course work for third year of program, finishing core PSY600 courses) as needed, taking seminars, etc.

3. Clinical development:
   a. Satisfactorily complete PSY 786AV (PSC practicum) with grade of "pass".
   b. Schedule and pass internship readiness comp exam (IRC). The IRC comp is part of the PSC practicum requirements. The comp is designed to broadly reflect students' clinical competency and to serve as a developmental step in preparation for internship. This comp is best conceptualized as an exercise designed to give the student developmental feedback about their clinical progress. All students must satisfactorily complete the IRC before applying for any internship. For a detailed outline of components and criteria for evaluation, please refer to the IRC guidelines within the General Description of Counseling Comp Exams. **Students must have advanced to Doctoral Candidacy before they will be allowed to sit for the IRC.**

4. Comps:
   a. IRC is generally completed this semester.
   b. Spike of excellence comp should be defined and approved by student's doctoral committee if it has not been approved previously.
   c. Work on other comps as appropriate.

5. Dissertation: Work with advisor or co-advisor (and doctoral committee as needed) to shape dissertation proposal. Complete dissertation proposal (generally introduction and method sections) as appropriate.

6. Internship:
   a. Meet with advisor or co-advisor (and other relevant student and faculty resources) to develop internship plan.
b. Seek out relevant information on internship programs by end of summer at latest.

c. If internship possibilities include ones that are not APA-approved, the student is to consult with his/her advisor or co-advisor, doctoral committee, and director of training to establish evaluation plan for such internship site(s). This should be done as early as possible so that time is available for a review and decision about acceptability of internship site prior to student applying for an internship that is not APA-approved.

d. Attend program workshop on applying for internships. This is typically held as part of the third year (PSC) practicum.

Fourth year—First semester

1. General professional development: Continue to work closely with advisor or co-advisor and committee to develop special training experiences and address any professional issues that would enhance growth and professional development.

2. Course work: Complete course work as appropriate.

3. Clinical development: No practica are required, but additional practica or special training experiences are strongly encouraged. Work with advisor or co-advisor, committee and other relevant resources to establish further opportunities for additional professional development.

4. Comps: Complete ethics, teaching and spike comps as appropriate.

5. Dissertation:
   a. Propose dissertation if not already done.
   b. Make arrangements for human subjects approval and data collection (steps parallel to thesis steps).
   c. Develop plan for data analysis.
   d. Collect data if possible.
   e. Analyze data if possible.

6. Internship:
   a. Discuss internship plans with advisor or co-advisor.
   b. Propose internship plan to doctoral committee. Doctoral committee must approve internship plan. However, plans for APA-approved internships are automatically accepted.
c. If internship sites are not APA-approved, present internship plans to program with sufficient time for them to be reviewed prior to application for internship.

d. Apply for internship.

Fourth year—Second semester

1. General professional development: Same as first semester of fourth year.

2. Course work: Complete any remaining course work.

3. Clinical development: Same as first semester of fourth year.

4. Comps: Complete any remaining comps.

5. Dissertation (steps are dependent upon those already completed):
   a. Propose dissertation if not already done.
   b. Make arrangements for human subjects approval and data collection (steps parallel to thesis steps).
   c. Develop plan for data analysis.
   d. Collect data if possible.
   e. Analyze data if possible.
   f. Complete and defend dissertation if possible.

6. Internship: Accept internship or make alternative arrangements for internship as appropriate and approved by doctoral committee and program.

Fifth year and beyond (as needed)

1. General professional development: Same as fourth year as appropriate.

2. Comps: Complete any remaining comps.

3. Dissertation: Complete and defend dissertation if not completed in fourth year. Student is automatically dropped from program at end of seventh year of program for failure to complete doctoral dissertation. Program faculty must vote (2/3 of faculty present) to retain student in program beyond the seventh year.

4. Internship: Satisfactorily complete internship. Internship setting is to provide both mid-internship and end-of-internship documentation of satisfactory completion. The doctoral committee reviews this material and approves satisfactory completion.
II. Areas of Evaluation and Criteria

In this section, several references are made to votes of the faculty. The faculty are defined as Psychology Department faculty appointed to the counseling program and general faculty who are appropriately appointed to the counseling area within the department of Psychology. For evaluation meetings, a quorum shall be defined as 2/3 of the graduate program faculty as previously defined. Majority and 2/3 votes described refer to votes of those graduate program faculty who are present at a given meeting.

A. Academic course work

Students must maintain a cumulative B average in all graduate courses. The exception to this standard is in the practicum (PSY 610, 611, 686AV and 786AV) sequence in which the student must receive a passing grade in each course. Failure to meet either of these academic standards will result in dismissal for academic reasons. However, by a 2/3 vote, faculty may act to retain the student. Under such a vote, the faculty must prepare a developmental or remedial action specifying the contingencies for retention, including the behavioral changes necessary, the procedures and criteria to be used in evaluating progress, and the specific dates by which change is to be evidenced. A copy of this written plan shall be signed by the student and the advisor or co-advisor and placed in the student's file. The student's advisor or co-advisor will be responsible for monitoring the progress of this plan and bringing information back to the program faculty within the time lines specified.

B. Thesis and dissertation

Theses or dissertations will be judged as passing or failing. In the case of a split decision by the committee, the judgment of passing or failing will follow the decision of the majority of the committee. If a student receives a failing evaluation, the committee chair will provide clear, written feedback regarding the deficits in the thesis or dissertation. Such feedback shall be provided no later than one week after the oral defense. A copy of this written plan shall be signed by the student and the advisor or co-advisor and placed in the student's file. These deficits shall be remediated to committee satisfaction (i.e., an evaluation of passing) and within the time lines and processes defined by the committee and by the graduate school.

C. Comp exams

A comp will be judged as passing or failing. In the case of a split decision by the comp committee, the judgment of passing or failing will follow the decision of the majority of the committee. If a student receives a failing evaluation, the comp committee chair will provide clear, written feedback regarding the deficits in need of attention. Such feedback shall be provided no later than one week after the comp evaluation. A copy of this written plan shall be signed by the student and the comp committee chair and placed in the student's file. These deficits shall be remediated to committee satisfaction (i.e., an evaluation of passing) and within the time lines and processes defined by the committee.
D. Internship

Students must successfully complete an approved internship. (Only students who have advanced to Doctoral Candidacy and who have passed their Internship Readiness Comp may apply for internship.) The doctoral advisor or co-advisor collects information from the internship site(s) and presents this information to the doctoral committee. Evaluation of successful completion of the internship is determined by majority vote of the dissertation committee. If a student does not satisfactorily complete the internship, the nature of the deficits and difficulties will be explored by the doctoral committee. If problems are deemed severe, the committee may recommend that the student be reviewed under section II.E of this document. If problems are deemed remediable, the committee will develop a remediation plan and assist the student in obtaining an alternative internship or set of experiences to complete internship requirements satisfactorily.

E. Ethical and professional behavior

From the point of entry into the program, students are expected to conduct themselves in an ethical, professionally responsible manner. In the course of development, students can be expected to make errors in judgment. As these come to light, faculty involved are expected to encounter the student, discuss the issues involved, and work with the student to teach professional principles and behaviors designed to prevent reoccurrence of the error. If such faculty/student interactions fail to correct such errors, if the student is convicted of a felony, or if there is evidence of serious professional misconduct or a series of less serious incidents suggesting that the student is not functioning as an ethical or professionally responsible psychologist, the student may be terminated from the program.

When such an incident or incidents occur, the program faculty must review the student's behavior at the next available program meeting. Prior to this meeting, the director of training will notify, in writing, the affected student as to the issues and concerns. The student may choose to work with his/her advisor or co-advisor or other faculty member to present information to the faculty. Information may be in either verbal or written form. Upon request through the director of training, the student may receive time to appear before the faculty to present his/her side of issues.

After presentation of information by all parties involved, the faculty will first establish whether unethical or unprofessional behavior is present. If a majority vote does not support a judgment that unethical or unprofessional behavior is present, the issue will be dropped without prejudice to the student, and no reference to the behavior will be made in the student's records. If the faculty votes that there is evidence of unethical or unprofessional behavior, then they will vote to determine whether or not the behavior warrants dismissal. A 2/3 vote is necessary to dismiss the student. If the student is not dismissed, the faculty must specify the specific contingencies for retention including the behavioral changes necessary, the criteria and processes to be used in evaluating progress, and the dates by which change must be evidenced. The student's advisor or co-advisor will be responsible for monitoring the retention program and bringing information back to the faculty within the guidelines and time lines established. Failure to satisfactorily complete the remediation program will result in dismissal from the program.
III. Timing and Procedures of Evaluation

Since there are slight variations in the timing and procedures for different groups of students, procedures are described for four different groups: (1) end-of-year evaluations for all students; (2) mid-year evaluation of first year students; (3) evaluation of students who are off campus; (4) evaluation of students for whom the program or their committees have developed specific time lines and/or developmental/remedial plans; and (5) evaluation of doctoral candidacy. Evaluation of possible cases of unethical and/or unprofessional behavior are dealt with in accordance with the procedures outlined in II.E of this document.

A. End-of-year evaluation of all students

Within one month of the end of spring semester (generally between May 1 and May 15), program faculty will meet and discuss each student's academic and professional development. All faculty will come prepared to discuss student performance, but advisor or co-advisors (student must have at least a co-advisor who is full time program faculty member) are responsible for seeking the broadest range of information. Such information typically includes, but is not limited to: (1) academic class performance; (2) clinical development; (3) paid and unpaid research experience including thesis and dissertation work; (4) paid and unpaid teaching experience; (5) paid and unpaid psychological practice activity; and (6) other professionally relevant behavior.

The advisor or co-advisor is responsible for assembling and clarifying data coming from the faculty discussion. Within one week of the meeting, he/she will summarize, in writing, performance in the above areas, and provide his/her advisee with a copy of this summary. An attempt will be made for this feedback to be both descriptive and evaluative. Where relevant, the letter will be phrased in terms of specific decisions, procedures, time lines, and contingencies as they apply to the student. The letter will be signed by the advisor or co-advisor, and the director of training.

Upon receipt of the letter from the advisor or co-advisor, the student and advisor or co-advisor will arrange a meeting at which time the contents of the letter will be elaborated and discussed. Students will sign and date their letter acknowledging receipt and processing of the letter.

If the student disagrees with or wishes to add material to the letter, he/she may add an addendum to the letter. A copy of the letter, along with any additional comment, will be placed in the student's file. If the student seeks further clarification of the letter, he/she may request time to appear before the faculty or a relevant subgroup (e.g., practicum supervisors) in order to clarify feedback. If the letter contains notification of dismissal or a remediation program with which the student disagrees, he/she may initiate procedures for review and appeal of decisions (see section IV).

B. Mid-year evaluation of first year students

The general goal of this evaluation is to provide support and identify any developmental concerns early so that they may be addressed preventively.

No later than the second week of spring semester, program faculty will meet and discuss each first year student's academic and professional development. All faculty will come prepared to discuss student performance, but advisor or co-advisors are responsible for seeking the broadest range of information. Such information typically includes, but is not limited to: (1) academic class
performance; (2) clinical development; (3) paid and unpaid research experience including thesis and dissertation work; (4) paid and unpaid teaching experience; (5) paid and unpaid psychological practice activity; and (6) other professionally relevant behavior.

The advisor or co-advisor is responsible for assembling and clarifying data coming from the faculty discussion. Within one week of the meeting, he/she will summarize, in writing, performance in the above areas. An attempt will be made for this feedback to be both descriptive and evaluative. Where relevant, the letter will be phrased in terms of specific decisions, procedures, time lines, and contingencies as they apply to the student. The letter will be signed by the advisor or co-advisor and by the director of training.

Upon receipt of the letter from the advisor or co-advisor, the student and advisor or co-advisor will arrange a meeting at which time the contents of the letter will be elaborated and discussed. Students will sign and date their letter acknowledging receipt and processing of the letter.

If the student disagrees with or wishes to add material to the letter, he/she may add an addendum to the letter. A copy of the letter, along with any additional comment, will be placed in the student's file. If the student seeks further clarification of the letter, he/she may request time to appear before the faculty or a relevant subgroup (e.g., practicum supervisors) in order to clarify feedback. If the letter contains notification of dismissal or a remediation program with which the student disagrees, he/she may initiate procedures for review and appeal of decisions (see section IV).

C. Evaluation of off-campus students

All students who are not in regular residence, including those on internship, will be reviewed at the end of every semester. All faculty will come prepared to discuss student performance, but advisor or co-advisors are responsible for collecting and sharing information relevant to the student's professional development and movement toward completion of degree requirements. Within one week of the evaluation of off-campus students, the advisor or co-advisor will summarize, in writing, the feedback. The letter will be signed by the advisor or co-advisor.

D. Evaluation of students who have developmental or remedial plans

Students for whom the program or the student's committee have developed specific developmental or remedial plans will be discussed at the end of the appropriate time interval or within performance guidelines specified in the plan. The advisor or co-advisor and/or other relevant individuals will report to the faculty meeting set aside to address this student.

The advisor or co-advisor is responsible for assembling and clarifying data coming from the faculty discussion. Within one week of the meeting, he/she will summarize, in writing, the feedback and outcome of the meeting. Where relevant, the letter will be phrased in terms of specific decisions, procedures, time lines, and contingencies as they apply to the student. The letter will be signed by the advisor or co-advisor and the director of training.

Upon receipt of the letter from the advisor or co-advisor, the student and advisor or co-advisor will arrange a meeting at which time the contents of the letter will be elaborated and discussed. Students will sign and date their letter acknowledging receipt and processing of the letter.
If the student disagrees with or wishes to add material to the letter, he/she may add an addendum to the letter. A copy of the letter, along with any additional comment, will be placed in the student's file. If the student seeks further clarification of the letter, he/she may request time to appear before the faculty or a relevant subgroup in order to clarify feedback. If the letter contains notification of dismissal or a remediation program with which the student disagrees, he/she may initiate procedures for review and appeal of decisions (see section IV).

E. Evaluation of doctoral candidacy

Within four weeks (or the first regularly scheduled meeting after a prolonged break) after the successful completion of the masters degree requirement, program faculty will review the student's overall progress (clinical skill development, research/scholarly development, ethical/professional development, etc.) and make a decision about doctoral candidacy. Specifically, the program will make one of three recommendations: (1) advancement to doctoral candidacy (i.e., normal continuation to the doctoral degree); (2) a specific plan which to be successfully completed prior to full approval to continue in the doctoral program (such a plan will have the characteristics of remediation plans described previously in this document); or (3) termination from the program with the masters degree.

IV. Procedures for Review and Appeal

Student appeal of academic decisions follow Section VII of the Department code.