

***STUDENT  
HANDBOOK***

**COUNSELING PSYCHOLOGY  
PH. D. DEGREE PROGRAM**

***DIVISION OF COUNSELING AND EDUCATIONAL PSYCHOLOGY  
School of Education***

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Welcome to the Counseling Psychology Program!

This handbook is to be your friend during the years you are in the program. It contains helpful information about the doctoral program requirements, program faculty, and UMKC. In Appendix A, you will find the program's Policies and Procedures, which, you should know, are the program's laws. However, please remember that, from time to time, the faculty changes program policies, so the copy in your handbook could get out of date. Up-to-date copies are always available from your Director of Training (me) or on our program website. Also, I am always available to answer program-related questions so don't hesitate to email, call, or stop by and ask.

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## Introduction

The UMKC Ph.D. degree program in counseling psychology has been fully accredited by the American Psychological Association since 1985. It is a full time program of graduate study based on the scientist-practitioner training model. The program is designed to educate professional Counseling Psychologists within the following model (See Appendix C for our program values statement).

Our Counseling Psychology program emphasizes multicultural and individual diversity within a scientist-practitioner model. Consistent with the University's urban/metropolitan mission, this diverse faculty is committed to educating future Counseling Psychologists to improve the welfare of individuals and communities through scholarship and applied interventions.

1. The program faculty encourages students to develop primary identification with the core values of counseling psychology. These values emphasize:

- a) assets, strengths, and positive mental health
- b) respect for cultural and individual diversity
- c) scientific foundation for all activities
- d) developmental models of human growth
- e) relatively brief counseling interventions
- f) person-environment interaction
- g) education
- h) career/vocational development

2. Our commitment to cultural and individual diversity is reflected in:

- a) faculty composition
- b) student recruitment
- c) scholarship
- d) course content and offerings
- e) practicum opportunities
- f) community service and consultation

3. Education in Counseling Psychology follows a developmental model in which science-practice integration is emphasized throughout the program. Early and progressive training is provided in research, culminating in professionals who can design, conduct, and evaluate research relevant for counseling psychologists. Similarly, early and progressive training in practice activity is emphasized.

4. Program graduates will apply the values of Counseling Psychology to their work in a variety of employment settings, and as scientist-practitioners, their practice is informed by research and approached with a scientific attitude.

5. Counseling Psychologists abide by the American Psychological Association Ethical Principles and Code of Conduct. Students will understand the ethical, legal, and professional issues related to the science and practice of Counseling Psychology.

## **Program Basics**

### Important Offices

A complete list of faculty, along with office locations, email addresses and phone extensions can be found beginning on page 28 of this handbook and on our program website. The Counseling Psychology Program is administratively housed in the School of Education Division of Counseling and Educational Psychology. The Counseling Program Office, which handles the M.A. and Ed.S. programs in Counseling and Guidance as well as the Ph.D. is in 215 School of Education (ED), phone extension x 2722 (all university prefixes are 235). Many program materials can be found in this office, and items to be included in your program file should be left with the administrative assistant in this office, or with the Director of Training, whose office is inside suite ED 215. The Counseling Student Lounge is in room ED 230, and the Community Counseling Services, our in-house training clinic is on the second floor of the Education building (room ED 212).

The Psychology Department main office is in the building at 4825 Troost Street, suite 215, extension (x 1318) as is the University Counseling, Health and Testing Center. Psychology Department faculty members have offices at 4825 Troost. Dr. Alan Glaros can be found at the Dental School (see page 28 for more specific contact information on faculty members).

### Communication Within the Program

Please make sure that the Counseling program office and university have your correct home address and phone number. We will periodically send out requests for updates, but it is very helpful if you notify the Counseling program office (ED 215) *as well as* the university when your contact information changes.

The Counseling Psychology email list is used to send program-related messages to students and faculty. Because of the university policy that electronic mail is the official means of communication, **YOU NEED TO ACTIVATE YOUR UNIVERSITY EMAIL ACCOUNT.** You can use a forward command to send messages to another account if you wish. It is also very important that you subscribe to the program listserv.

**Directions to subscribe:** (1) Access your e-mail account (university or other); (2) Send an e-mail to [listserv@listserv.umkc.edu](mailto:listserv@listserv.umkc.edu) (Leave the subject line blank); (3) In the body of the message, type subscribe pscounsel and your email address and name, (4) send the message. You should receive a confirmation from the list very quickly. If you have problems, email the

Director of Training at duanc@umkc.edu.

Student snail mailboxes are found in the Counseling Student lounge, room 230, School of Education. Please check your mail frequently! Your lounge also has some nice amenities, such as the microwave, refrigerator, and file cabinets containing useful information.

### Paperwork

Life requires paperwork, and life within the Counseling Psychology program is no exception. You are asked to complete forms to establish a program of study, designate an advisor and a committee, apply for practicum and comprehensive examinations, and document your achievement of important program tasks such as dissertation proposal and final defense. These forms are available from the website (<http://umkc.edu/education/divs/cpce/new/phd-main.html>) and the Director of Training in electronic format, and are also periodically sent out to the program email list (yet another reason that you need to subscribe!). **Please turn in all forms/paperwork to the division administrative assistant unless specifically instructed otherwise.** In all cases of paperwork, you should keep at least one copy for yourself (you might want to give an extra one to your mom, dad, partner, or dog just to be safe).

### Academic Advisor Assignment and Change of Advisor:

One of the criteria of our admission is that admitted students share similar research interest with the faculty. Therefore, all students join the program with an advisor pre-assigned based on the match of research interest between the advisor and the student. However, if the assigned advisor-advisee relationship does not work out after the student's first year in the program, both the advisor and the advisee can request change of advisor. Reasons for changing advisor include change in advisee's research interests and/or interpersonal and communication difficulties. (See Appendix A for the policy and procedure concerning change of advisor).

### Continuous Graduate Enrollment

Counseling Psychology students are required to enroll full-time in the program, defined as a minimum of 9 hours per semester. Students who enroll for less than 9 hours without informing the Director of Training may be placed on inactive status (see program Policies and Procedures in appendix A for an explanation of inactive status).

If at ANY time you are still active in the program but have no further coursework to complete, be advised that you must enroll in at least one hour of continuing graduate enrollment (EDUC 899) to remain in good standing with the university.

### **Professional Organizations**

There are several very important professional organizations that you should join immediately after beginning the program. You will receive membership information at student orientation for

the following:

**The Society of Counseling Psychology (Division 17 of the American Psychological Association) Student Affiliate Group.** The Society of Counseling Psychology is your principal professional organization. You will need to join the Division 17 Student Affiliate Group (SAG) at two levels, national and local. Your **national SAG** membership gets you the SAG newsletter, a subscription to *The Counseling Psychologist*, the Society's official journal along with the *Journal of Counseling Psychology* (which is available through APA), the newsletter, and other important benefits, including access to the SAG listserv. The SAG webpage can be found at <http://www3.uakron.edu/sagweb/>.

Your **local SAG** chapter is your program student association. This organization is your representation to the Counseling Psychology Program Faculty, in the form of the co-chairs, who have one combined vote at Counseling Psychology faculty meetings. Local SAG also hosts social and professional development events, works with applicant interview day, and coordinates the mentoring program for first year doctoral students.

**American Psychological Association/American Psychological Association of Graduate Students (APA/APAGS).** APAGS is the association of graduate students within APA and is an important source of information about the profession of psychology in a general way. Membership in APAGS also gives you the opportunity to purchase hard copies of journals and also the electronic journals package, which we highly recommend.

### **How the Program Works and Student Representation to Faculty**

The Counseling Psychology program is governed by the faculty and student representatives via Counseling Psychology Faculty meetings. There are two types of faculty members, core and affiliate; however, for practical purposes, this distinction is only important for you in terms of forming your dissertation committee (see section on committees below). Both core and affiliate faculty members serve as advisors for doctoral students and supervise student research. The list of faculty members on page 28 shows both groups of faculty members.

The agenda for faculty meetings are composed by the Director of Training and items may be directly proposed by the Director of Training in the interest of program administration, or can be composed based on student or faculty input. Additional agenda items may be proposed during faculty meetings and added to the next agenda by faculty and student majority vote.

Your local SAG co-chairs are your representatives to the Counseling Psychology faculty; they have one official vote. You will also choose, each year, one representative from each class; this group attends the first 20 minutes or so of the full Counseling Psychology faculty meetings. This system is intended to give students broad and regular input to the full faculty in addition to that provided by the SAG co-chairs. Students beyond their 4<sup>th</sup> year in the program are asked to consider the 4<sup>th</sup> year class rep as their representative.

It is important that your voice be heard as a participant in the CP program. Please consider serving as a student rep for your class at least one year, and give lots of input to your year rep and the SAG co-chairs. The CP faculty is committed to providing the best educational experience possible and your feedback is a critical factor in this process.

### **Some Important Resources Available for Graduate Students**

#### Websites

Counseling and Educational Psychology Homepage	<a href="http://www.umkc.edu/education/divs/cpce">www.umkc.edu/education/divs/cpce</a>
American Psychological Association	<a href="http://www.apa.org">www.apa.org</a>
Society of Counseling Psychology Homepage	<a href="http://www.div17.org">www.div17.org</a>
Division 17 Student Affiliate group	<a href="http://www3.uakron.edu/sagweb/">www3.uakron.edu/sagweb/</a>
Association of Pre and Postdoctoral Internship Centers	<a href="http://www.appic.org">www.appic.org</a>
Council of Counseling Psychology Training Programs (organization of all Counseling Psychology Programs in the U.S.)	<a href="http://www.psychology.iastate.edu/ccptp">www.psychology.iastate.edu/ccptp</a>

#### Fellowships and Research Support

The School of Graduate Studies offers a number of fellowships in a yearly competition. These are (a) the Kemper Doctoral Fellowships, (b) Dean's Doctoral Fellowships, (c) Preparing Future Faculty Fellowships and (d) Distinguished Dissertation fellowships. Deadlines for application range from early February to the end of April each year. More information can be obtained by calling Graduate Studies at x1161 or through the UMKC website ([www.umkc.edu/sgs](http://www.umkc.edu/sgs)). In addition to the Graduate Studies fellowships, the School of Education and the Counseling Psychology programs offer the Phyliss Bernstein scholarship and the Dalee Fund. Both are designated to support Counseling students. More information on these awards is available through Education Student Services.

The UMKC Women's Council awards Graduate Assistance Fellowships on a yearly basis. Deadlines are usually early February and applications are submitted directly to the Women's Council on the 3<sup>rd</sup> floor of the Administrative Center (on Oak Street).

Travel to professional conferences is funded by several sources if you are presenting a paper. The university's Division of Graduate Studies has student travel money, but it must be matched by the School of Education. First, submit a letter to the School of Education Student Council. Once you have received a reply, you can apply to the School of Graduate Studies or the Student Government Association. Graduate Studies offers approximately 20 travel grants per academic year of \$200 each. More information on these awards can be found at [www.umkc.edu/sgs](http://www.umkc.edu/sgs).

Travel Support can also be obtained from the UMKC Student Government Association, but student must apply as an organized group (i.e., likely through local SAG). Check with your SAG co-chairs about this funding source. For all awards, you should start the application process early (minimum of 6 weeks before travel) and save all receipts and other documentation for reimbursement.

The American Psychological Association also funds student travel to the APA meetings to present papers. 100 awards of \$300 are available. See the APA website for more information.

### **The Counseling Psychology Program Curriculum**

The program of study leading to the doctorate in Counseling Psychology is guided by our program model and the criteria adopted by the American Psychological Association for accredited programs in professional psychology. The required coursework for students entering Fall, 2005 is as follows.

Notations in parentheses indicate number of credits and any prerequisite courses

#### I. General Psychology Core

##### A. Statistics and Research Methodology

EDRP605 Quantitative Analysis I: Regression and Analysis of Variance (3)  
 EDRP 606 Quantitative Analysis II: Advanced Topics in Regression and Multivariate Data Analysis (3; EDRP 605)  
 EDRP 608 Introduction to Graduate Research (3)  
 EDRP 610 Experimental Methods in Design and Analysis I (3; EDRP 608)  
 Psych 538 Development and Evaluation of Assessment Tools (3)  
 CPCE 615 Survey of Research in Counseling Psychology (3; EDRP 605 and EDRP 608)

##### B. History and Systems

Psych 515 Advanced Systems and History of Psychology (3)

##### C. Biological Bases of Behavior

Psych 518 Biopsychology II 3; (3 ; Psych 418 or equivalent)

##### D. Cognitive/Affective Bases of Behavior (choose one)

Psych 505 Motivation (3)  
 Psych 507 Cognitive Psychology (3)

### E. Social Bases of Behavior

Psych 512 Contemporary Issues in Social Psychology (3) **or** Psych 521 (Advanced Social Psychology) (3)

### F. Individual Behavior

CPCE 503, Psychopathology or Psych 533 Psychopathology (3)  
EDRP 513, Life Span Development (3)

## II. Educational Foundations Core

EDRP 589CU College Teaching (2)

### One of the following:

EDUL 526 Philosophical Foundations of Education (3)  
EDUL 528 Sociological Foundations of Education (3)  
EDUL 525 Cultural Foundations of Education (3)

## III. Counseling Psychology Core

### A. Career Development and Counseling

CPCE 505 Career Development I  
CPCE 605 Career Development II (CPCE 505)

### B. Professional Counseling Psychology

CPCE 600, Introduction to Counseling Psychology (1 credit meets 2 hours every two weeks)  
CPCE 610/Psych 622 Theoretical and Ethical Issues in Professional Psychology (3)  
CPCE 540 Theories and Methods of Group Counseling (3; CPCE 531)  
CPCE 551 Counseling in a Pluralistic Society\* (3; CPCE 520)  
CPCE 620 Advanced Theories and Methods of Counseling (3; CPCE 532)  
CPCE 640 Counseling Supervision (2; CPCE 631)  
CPCE 650 Seminar in Current Issues in Counseling Psychology (3)

### C. Assessment

CPCE 515 Assessment Methods in Professional Counseling (3)  
Psych 580 Cognitive/Intellectual Assessment (3)

### D. Practicum

CPCE 530 Counseling Methods (3; CPCE 520 as a pre- or co-requisite)  
 CPCE 531 Counseling Practicum I (3; CPCE 520 and CPCE 530 with grades of B or better)  
 CPCE 532 Counseling Practicum II\* (3; CPCE 531)  
 CPCE 631 Advanced Counseling Practicum (3; CPCE 532 and CPCE 620)\*\*  
 CPCE 639 Continuing Advanced Practicum (3; CPCE 631)\*\*  
 CPCE 641 Supervision Practicum (1; CPCE 640)  
 CPCE 589CA Practicum in Child & Adolescent Assessment (3; CPCE 515 or Psych 580)  
 EDRP 589CP Practicum in College Teaching (1; EDRP 589CU)

Strongly Encouraged:

CPCE 633 Advanced Couples and Family Therapy Practicum (3; CPCE 531; CPCE 542; CPCE 541 as co-requisite)

E. Predissertation Research Course (3 hours)

CPCE 690 Special Problems or Psych 590 Directed Research

F. Internship: CPCE 675 Internship in Counseling Psychology (3)

G. Dissertation: CPCE 699 or Psych 699 Dissertation (9)

\* These courses must be taken at UMKC.

\*\*CPCE 631 and CPCE 639 are to be completed in the same agency over 2 consecutive semesters. CPCE 631 requires a 3 hour class section. Individual supervision is provided on-site by a licensed psychologist. Class attendance is not required for CPCE 639.

### Ph.D. Counseling Psychology Program of Study Checklist

The following is a checklist that you must complete and attach to your program of study prior to submitting it. Copies are available from the Director of Training.

#### Research Methods

_____ EDRP 605 (3)	Quantitative Analysis I: Regression and Analysis of Variance
_____ EDRP 606 (3)	Quantitative Analysis II: Advanced Topics in Regression and Multivariate Data Analysis
_____ ERP 608 (3)	Intro to Graduate Research
_____ Psych 538 (3)	Development and Evaluation of Assessment Tools
_____ EDRP 610	Experimental Methods in Design and Analysis I
_____ CPCE 615 (3)	Survey of Research in Counseling Psychology
_____ CPCE 690 or Psych 590 (3)	Directed Research (Predissertation Project)
_____ CPCE 699 or Psych 699 (9 hrs. min.)	Dissertation

#### Psychology Core

_____ Psych 515 (3)	Advanced Systems and History of Psychology
_____ Psych 518 (3)	Advanced Biopsychology
_____ Psych 505 or 507 (3)	Motivation or Cognitive Psychology

_____ Psych 512 or Psych 521 (3)	Contemporary Issues in Social Psychology, <b>or</b> Advanced Social Psychology
_____ Psych 533 or CPCE 503 (3)	Psychopathology

### **Counseling Psychology**

_____ CPCE 600 (1)	Introduction to Counseling Psychology
_____ CPCE 505 (3)	Career Development I
_____ CPCE 515 (3)	Assessment Methods in Professional Counseling
_____ CPCE 610/Psy 622 (3)	Theoretical and Ethical issues in Professional Psychology
_____ CPCE 530 (3)	Methods of Counseling
_____ CPCE 531 (3)	Counseling Practicum I
_____ CPCE 532 (3)	Counseling Practicum II
_____ CPCE 540 (3)	Theories and Methods of Group Counseling
_____ CPCE 551 (3)	Counseling in a Pluralistic Society
_____ Psych 580 (3)	Cognitive/Intellectual Assessment
_____ CPCE 589CA (3)	Practicum in Child & Adolescent Assessment
_____ CPCE 605 (3)	Career Development II

____ CPCE 620 (3)	Advanced Theories and Methods of Counseling
____ CPCE 631 (3)	Advanced Counseling Practicum *
____ CPCE 639 (3)	Continuing Advanced Practicum*
____ CPCE 640 (2)	Counseling Supervision
____ CPCE 641 (1)	Supervision practicum
____ CPCE 650 (3)	Seminar in Current Issues in Counseling Psychology
____ CPCE 675 (3 hours minimum)	Internship
<b><u>Education Coursework</u></b>	
____ EDRP 589CU (2)	College Teaching
____ EDRP 589CP (1)	Practicum in College Teaching
____ EDUL 528 or EDUL 526 or EDUL 525 (3)	Sociological/Philosophical/Cultural Foundations of Education
____ EDRP 513 (3)	Life-Span Development

\*\*CPCE 631/639 is to be completed in two consecutive semesters, in the same agency.

### When Courses are Typically Offered

Please be aware that course offerings occasionally change, so you need to check with the appropriate department or division to be sure about offerings.

#### FALL

CPCE 600  
 CPCE 605 (even years)  
 CPCE 620 (odd years)  
 Psych 533  
 EDRP 605  
 Psych 601  
 Psych 507  
 Psych 509  
 Psych 515  
 Psych 512 or 521  
 Psych 580  
 Psych 586  
 Psych 622

#### WINTER

CPCE 615 (odd years)  
 CPCE 650 (even years)  
 EDRP 606  
 Psych 518  
 Psych 538  
 Psych 612  
 EDUL 528  
 EDRP 513

#### FALL/SUMMER

CPCE 505  
 CPCE 520  
 CPCE 550

#### EVERY SEMESTER

CPCE 530  
 CPCE 532 and other practica except 531  
 EDUL 526  
 EDRP 589CP  
 CPCE 641

#### FALL/WINTER

CPCE 540  
 EDRP 605  
 EDRP 608  
  
 CPCE 515  
 CPCE 531 (and sometimes summer)

#### WINTER/SUMMER

CPCE 551

#### SUMMER ONLY

EDUL 525 (and sometimes Fall)  
 PSYCH 505  
 CPCE 527  
 CPCE 640  
 EDRP 589CU

(1) The Psychology department sometimes revises their schedule of course offerings, so it is best to review the on-line version of the course schedule or call the Psych Department (x 1318) for up-to-date information. Checking the on-line version of course schedule is generally the most reliable information for any department or division, so you should consider this a primary resource. (<http://www.umkc.edu/sched>)

(2) All practica (531, 532, 631, 632, 633, 639) require an application due **60 days** before the beginning of the semester you plan to enroll for practicum. An application can be obtained in the CPCE office and should be submitted to the CPCE practicum coordinator, Dr. Brian Paul. Consent numbers are required to register for practica. These are obtained through the Counseling Program office (x 2722).

Please attend carefully to all prerequisites for practicum. All practica are graded credit/no credit. This grading structure indicates the underlying intention of evaluation in a skill-based course, i.e., the student either does or does not demonstrate an adequate level of skill competency. On transcript the course is listed like other courses except it is not included in the calculation of GPA.

(3) Some courses, most notably Psychology 510, 517, and 518 have limited enrollment and require a consent number to register. The consent numbers for Psychology courses can be obtained by calling the Psychology office at 235-1318.

(4) A grade of A or B is required for all of the required courses.

### Course Equivalency

If you believe that you have completed an equivalent course that is required in our program, you may request a waiver. Complete the official waiver form found in Appendix J, gather relevant course information (syllabi, assignments) and contact the faculty member currently teaching the course. If a regular faculty member has not taught the course the Counseling Psychology faculty will review the materials and decide or request review by another qualified professional. The instructor needs to document the procedure used to establish equivalence and all waivers need the final approval of the Counseling Psychology faculty. Please note that because knowledge and skill in issues of individual and cultural diversity are so critical to our program model CPCE 551 will not be waived except for students entering from UMKC's Master's program in Counseling and Guidance.

The original form, along with the program of study, is placed in two offices: the Student Services Office in the School of Education, and a copy should be placed in your file in the Counseling office as well. Also be sure to keep copies of waiver forms for yourself. Copies of waiver forms should also be attached to your Program of Study form when it is submitted to the Counseling Psychology faculty for approval.

All Ph.D. students must complete a minimum of 65 semester hours. Waived courses are not credited toward the 65 hour minimum and are not included on the program of study.

### **Filing a Program of Study**

The program of study is your contract with the university specifying what coursework you will complete for your degree. Official program of study forms are obtained through the School of Education Student Services Office (ED 245). In consultation with your advisor (or the Director of Training), your program must be submitted to the Counseling Psychology faculty (through the Director of Training) by **December 15** of the year following your admission to the program. You will have ample help in developing your program of study in CPCE 600, Introduction to Counseling Psychology.

A program of study checklist (above) should be attached to the program, as well as any coursework waivers you have obtained. All courses that you are required to complete in the program are listed on the program of study EXCEPT waived courses and electives. Once the Counseling Psychology faculty has approved your program, it will be approved by the university, and a copy will be sent to your address of record.

### **Student Evaluation**

Once students have been admitted to the Ph.D. degree program, it is important that they progress through the program at a reasonable pace. Also, it is equally important that students be given periodic evaluations of their progress.

Each year the faculty of the Counseling Psychology program reviews all Ph.D. degree students in the program. Evaluation data consist, in part, of information provided by students in a “Portfolio of Accomplishments.” The format for the evaluation portfolio form is sent to students on a yearly basis and includes 6 areas of evaluation: (a) coursework/comprehensive exams, (b) research, (c) applied skills, (d) relationships with others, (e) ethics, and (f) cultural competence. Also, the program’s Academic Assessment Policy (Appendix F ) provides procedures for use when difficulties arise outside of the yearly evaluation procedure.

The program's evaluation procedure is as follows:

1. Student completes a copy of evaluation portfolio and schedules a pre-evaluation meeting with advisor.
2. Pre-evaluation meeting: student presents a copy of her or his portfolio information to advisor. Advisor and student discuss student accomplishments for that year and, if necessary, revise the portfolio. When student and advisor agree, both sign a final copy of student portfolio.
3. Student presents one final copy of portfolio signed by student and advisor to the Director of Training prior to the Annual Review of Progress Meeting.

4. Faculty holds Annual Review of Progress Meeting. Each student is reviewed individually. Advisors are responsible for presenting their student; other faculty give any input regarding that student's progress.
5. Director of Training sends student a letter summarizing the faculty's evaluation.
6. Advisor meets with student, giving her/him feedback. Student is offered the opportunity to respond.

### The Five Year Rule

If you have been in the program for five years and don't have a committee-approved dissertation proposal, the faculty will likely put you on inactive status at the yearly evaluation meeting. You can stay on inactive status for two semesters, but in that time period, you must submit a plan to complete your doctoral program. The plan must be approved by your advisor and dissertation committee and must specify your expected date of completion. If the Counseling Psychology faculty votes to approve your plan, you will be expected to finish your degree within the time frame you specified.

### Policy on Student Conduct

Psychologists interact with clients at a time when clients are most vulnerable to influence. Consequently, psychologists must be exemplary in their conduct and must display good judgment. Psychologists are expected to conduct themselves in a professional manner as practitioners, students, and citizens. Any behavior that violates the APA code of conduct (i.e., professional ethics), campus regulations (UMKC General Catalog p. 451-463), or local, state, or federal laws will be cause for the program faculty to consider whether the student involved should be allowed to continue in the program. More details about student evaluation are found in the program's Academic Assessment Policy (Appendix F), and the Program Policies and Procedures (Appendix A).

Students are expected to obtain a copy of the most recent version of the APA Ethical Principles and Code of Conduct, available at [www.apa.org](http://www.apa.org). If you present your student identification card to the University Information Center, you will receive the current UMKC catalog. All graduate students are governed by the graduate policy found in the UMKC general catalog.

### **Student Rights**

The faculty of the Counseling Psychology program wishes to ensure that students are treated fairly and with respect. The program adheres to the university's guidelines regarding the non-discriminatory treatment of individuals, and policies on discrimination based on sex, sexual harassment, and discrimination based on religion or national origin are shown in Appendix H.

Several procedures are in place that students can follow if they have concerns about their rights. First, it is usually best to confer with your advisor or the Director of Training. Your advisor may also refer the question to the Director of Training. The Director of Training or advisor will present your concern to the Counseling Psychology faculty. If you are still dissatisfied after faculty review, you may choose to present your concerns to the Chairperson of the Division of Counseling, Educational Research, and Exercise Science, the Dean of the School of Education, or to one of the vice chancellors, the vice provost, or the Chancellor.

Other avenues of appeal are the School of Education Grade Appeal Policy (Appendix G), the UMKC Grievance Procedures (Appendix I). Please note that your yearly evaluation process and the program's Academic Assessment Policy (Appendix F) also have provisions for student response. You also may bring issues of concern to your Student Affiliate Group representatives for discussion Counseling Psychology faculty meetings or drop a note in the Suggestion Box found in room 230.

### **Pre-Dissertation Research Project**

#### Purpose of pre-dissertation research project

The counseling psychology program is dedicated to the scientist-practitioner model, and therefore students are expected to engage in research as well as practice while completing their programs. To this end, all students are required to complete a pre-dissertation research project prior to taking comprehensive exams. The purpose of the pre-dissertation research project is to provide a non-threatening introduction to research and experience in the many different aspects involved in completing a research project. This project must be completed under the direction of a Counseling Psychology faculty member or an affiliate faculty member.

#### Types of pre-dissertation research

There are a few different ways to conduct a pre-dissertation research project; see suggestions below. It is important for students to know that faculty may not be able to offer students a choice of all the types of pre-dissertation research at any given time. Thus, the final choice of type of pre-dissertation project is up to faculty in collaboration with the student.

1. Student conceptualize the research project, based on own examination of literature.
2. Faculty provides an idea for a topic and variables to examine.
3. Faculty allows students to use pre-existing data. Faculty may also provide students with a topic for the project.

#### Content areas required for pre-dissertation proposal

To ensure that students gain experience and develop skill in the entire research process, each student completing a pre-dissertation research project must actively participate in each of the following activities:

1. Writing a brief review of literature, specifying the theoretical basis of the proposed research;
2. Developing and articulating the hypotheses to be tested, if appropriate;
3. Writing the method section, including a description and assessment of the research instruments

used;

4. Selecting and running the statistical analyses used in the research;
5. Completing a final write up of the entire project.

#### Time-line and requirements

Each student must complete a research project in accordance with the following guidelines:

1. Student and faculty are responsible for starting work on the pre-dissertation project during the student's first semester in the program.
2. The full project must be completed prior to comprehensive examinations.
3. The project cannot be a course requirement.
4. With the approval of the faculty advisor, the pre-dissertation proposal must be submitted to the Director of Training no later than **September 15** of the year following program entry, who will then forward the proposal to a faculty member for review and approval.
5. Students who fail to turn in their pre-dissertation proposal by **December 10** of the second year of the program will not be able to take any courses the following semester. The only exception for this is practicum.
6. When the student receives the faculty review of the proposal, he/she will have **one month** to respond to the reviewer's recommendations.
7. After approval is granted, the student must submit the proposal to the Social Science Institutional Review Board on Human Experimentation (SSIRB), which meets regularly and oversees the ethics of research projects conducted at UMKC. Information about the SSIRB is available on their website at [www.umkc.edu/irb/ssirb.html](http://www.umkc.edu/irb/ssirb.html). The SSIRB may make recommendations for modifications of the proposal and these recommendations must be carried out before research can begin. Unless revisions are major, revisions to the proposal based on IRB recommendations should be made and resubmitted within one month.
8. Students must enroll in 3 CPCE 690 credits by the completion of the project or the end of the 2<sup>nd</sup> year, whichever is sooner. If the project is not completed by the end of the 2<sup>nd</sup> year (spring semester), students must register for one additional credit per semester with their advisor, starting in the summer of that second year, until the project is complete. Faculty and students should set up expected goals for the pre-dissertation research project each semester. Grades assigned for 690 each semester are based on successful completion of these goals. Goals for progress on the project should also be set for semesters when students are not formally enrolled in 690 credits (e.g., semesters 1 and 2 in program). Attainment of these goals will be incorporated into the student's annual evaluation of research activity.
10. Students are required to submit the completed study to the Counseling Psychology program through the Director of Training. This manuscript should include all phases required by the proposal plus a summary of results and a brief discussion of the outcomes. A written statement of approval by the advisor is also required.

### Presentation and Publication of Pre-dissertation Project

Students are encouraged to present and publish their pre-dissertation research project data. This project is considered a student owned project, under guidance of faculty. However, authorship of the project depends on the degree of involvement of all persons involved with the project (e.g., faculty involvement in providing research idea and data, and other students). Faculty is responsible for discussing authorship with the student early on in the pre-dissertation process. Faculty and students must adhere to the Ethical guidelines of the American Psychological Association when it comes to authorship of the project.

### Review Process

1. Approval of the project is made by one counseling psychology faculty member, who will be assigned on a project-by-project basis by the Director of Training. The faculty supervisor of the project cannot be a reviewer for the proposal once it has been presented to the DT.
2. The faculty member will have the following three options when reviewing the proposal: (a) approve the project; (b) approve the project contingent upon specified modifications, and (c) disapprove the project

### **Master's in Counseling (General) en Route to the Ph.D. in Counseling Psychology**

Students who are admitted to the Ph.D. program in counseling psychology may receive the masters degree in counseling after they have completed all of the coursework normally required for the masters' degree, if the following requirements are met.

- (a) Admission to the Ph.D. program in counseling psychology;
- (b) CPCE 600 (Introduction to Counseling Psychology) may replace CPCE 500- (Introduction to Professional Counseling)
- (c) EDRP 608 (Introduction to Graduate Research) replaces EDRP 508 (Principles and Methods of Research);
- (d) CPCE 631/639 (2 semester advanced practicum sequence) in lieu of CPCE 575A and 577B (Internship).
- (e) Predissertation research requirement completed.
- (f) CPCE 610/Psych 622 or CPCE 650 may replace CPCE 553

As with all programs, no more than 20% of the total program hours or 9 credits (3 courses) may be transferred in from another institution.

Students who wish to have the M.A. degree conferred must complete a program of study, have their advisors sign it, and submit it to Education Student Services. An application for degree must also be completed.

### **Requirements for the General Master's in Counseling Degree**

- \*CPCE 500 Intro to Prof Counseling (3)
- CPCE 505 Career Development I (3)
- CPCE 503 Psychopathology (3)
- \*EDRP 508 Prin. & Methods of Research (3)
- CPCE 515 Assessment Methods in Professional Counseling (3)
- CPCE 520 Theories of Counseling (3)\*
- CPCE 530 Methods of Counseling (3)\*
- CPCE 531 Counseling Practicum I (3)
- CPCE 532 Counseling Practicum II (3)
- CPCE 540 Theories & Methods of Group Counseling (4)
- CPCE 551 Counseling In a Pluralistic Society (3)
- CPCE 553 Ethics in Professional Counseling (3)

**\*CPCE 520 for 4 hours credit may substitute for the CPCE 520-CPCE 530 sequence.**

## Comprehensive Exams

The comprehensive examinations are designed to determine whether students have acquired and assimilated the coursework and experiences in the Counseling Psychology Program at a level appropriate to the Ph.D. The predissertation research project must be completed before taking the comprehensive examination. Students will be allowed to take up to two classes after comprehensive exams. However, this request must be in writing and approved by your advisor. Students will be responsible for the content of any classes they choose to take after their exam. You must file an application to sit for comps with the Director of Training (by June 15). Examinations are constructed by the Comprehensive Examination Committee (“Comps Committee”), organized yearly. Membership on the comps committee will rotate among Counseling Psychology Program core faculty members.

### Working Philosophy

Comprehensive examinations should be more than a series of final course examinations; specifically, they should be a culminating experience that allows students the opportunity to integrate and apply their knowledge to the types of problems and issues confronted by doctoral level psychologists and should reflect students’ scientist-practitioner training.

### Examination Format

Questions will be posed to all students in (2) areas: counseling (a clinical case study), and research (article critique). Students will be given (4) hours on (2) consecutive days to answer the questions.

### Clinical Case Study

Students will be presented with a 1-2 page description of a clinical case and asked to provide a conceptualization, assessment, and treatment plan for that individual. Specifically, students will be asked to (a) discuss their initial conceptualization of the client and the theory that is informing that conceptualization, (b) develop a plan for assessment and a rationale for that assessment plan, (c) provide hypothetical assessment results, (d) formulate a treatment plan, and (e) discuss how their identity as a Counseling Psychologist influences their understanding/conceptualization of this case. All answers should integrate knowledge from any appropriate fields such as biopsychology, and career development and attend to the cultural context and ethical issues involved in the treatment of the individual(s).

### Research Question

Students will be given an article that has appeared in a major counseling psychology journal within the past (5) years (e.g., JCP, TCP, JVB) and asked to (a) critique the article and (b) EITHER propose modifications to the study that will improve its internal or external validity OR propose a study that will address a “suggestion for future research” raised by the author or that the student proposes. Guidelines for critiques will be provided at the time of administration and

will generally include evaluations of the appropriateness of the (a) research design, (b) statistical analysis, and (c) integration of theory, design, and statistics. Students may also be asked to discuss the article in terms of (a) its implications for the field of counseling psychology; (b) cultural context; and (c) ethics.

### Administration Timeline

1. There will be (1) administration each year during the first week immediately following the end of summer school (the date will be changed if it conflicts with APA) usually on Monday and Tuesday.
2. Students will receive their scores on comps, normally, within one month of the third day of comps. (Early September)
3. Students who fail one area will retake (remediate) that area, normally, one month after the results are announced (early October)
4. Results from retakes will be available to students around October 15.

### *First Administration Procedure*

1. If student passes both (2) areas (score of 2 or 3 in each area), they have passed the exam.
2. If a student fails both areas during the first administration (score of 0 or 1), they have failed the administration and must retake BOTH AREAS the following August.
3. If a student passes 1 out of 2 areas (score of 2 or 3) they may remediate the failed area (score of 0 or 1) during the month of October.

### *Remediation Procedure*

1. If a student is successful on the remediation in October, they have passed the exam.
2. If a student is not successful on the remediated portion of the previously failed area in October, they have FAILED the Exam and must retake ALL areas the following August

### *Second Administration Procedure*

1. If student passes both areas (score of 2 or 3 in each area), they have passed the exam.
2. If a student fails both areas during the second administration (score of 0 or 1), they have failed the administration for a second time and are dismissed from the program.
3. If a student passes one area (score of 2 or 3, and fails one area (score of 0 or 1), they may remediate that area during the month of October.
4. If a student is successful on the remediation in October, they have passed the exam.
5. If a student does NOT successfully remediate the area in October, they have FAILED the Exam for a second time and are dismissed from the program.

### Scoring

Each question will be scored by two raters using the following 4-point scale. Prior to reading any exam, the raters will develop criteria for evaluating answers. If the scores submitted by the two raters

do not agree on whether the exam is a “pass” or a “fail” and the two raters are unable to come to agreement following deliberation, then a third rater will be asked to judge the answer using the criterion developed by raters 1 and 2. The score provided by the third rater will be submitted to the comps committee who will make the final determination of “pass or fail.”

#### 4-Point Scoring Scale

- 3: Exceeds expectations/Pass
- 2: Meets expectations/Pass
- 1: Several Deficiencies/Fail
- 0: Many Deficiencies/Fail

If a student fails only one area, s/he will be able to remediate the exam approximately one month after s/he receives the results. The remediation plan is at the discretion of the committee, and will be developed based on the students’ initial responses. For example, if both raters agreed that the answer was completely deficient (i.e., both raters assigned scores of 0), then the student may be asked to address a completely different question. On the other hand, if the answer was marginal (i.e., both raters assigned scores of 1), the committee might have the student address specific deficiencies in her/his answer.

### **Forming a Doctoral Committee**

Your doctoral committee supervises your dissertation research. Three meetings are held over the course of your dissertation process: the proposal, editorial, and final defense.

Your major advisor is the chairperson of your committee. This person will be from the core or affiliate Counseling Psychology faculty (see list of faculty, p. 28). The Ph.D. Supervisory Committee consists of a minimum of five faculty members. The Chair and two other members of the committee must hold appointment on the Counseling Psychology Faculty; two of these three must be from the Counseling Psychology core faculty. The Chair of the Supervisory Committee must hold an appointment on the Doctoral Faculty. One committee member must have primary appointment in the School of Education in a program other than Counseling Psychology and Counselor Education, and the 5<sup>th</sup> member is unspecified, but must be UMKC faculty or hold adjunct status at UMKC. At least 5 of the doctoral dissertation committee members will have to hold doctoral faculty status. The information about who are doctoral faculty members is available on the university website.

Other tips in forming a committee are:

1. Ask advanced students in the program about their experiences in this area. They're always willing to share their expertise--and mistakes.
2. Choose professors who share your research interests.
3. Ask professors about others with whom they prefer to work on doctoral

committees.

4. Remember that you can change your committee at any time using the appropriate forms.

### **Dissertation**

Finally, the dissertation...your signature achievement as a Doctor of Philosophy. Identification of an appropriate topic is, once again, between you and your chairperson. The first step in this process is to develop a proposal in consultation with your chairperson. Then, a meeting is set with the full doctoral committee. If the committee is satisfied with your proposal, they will complete and sign a proposal approval form, available from the Director of Training, the CPCES office or Education Student Services. This form is also submitted to the SSIRB prior to their review of the proposed research.

The office of Graduate Studies has a set of guidelines that must be followed when writing the dissertation. You may request a copy from Graduate Studies at 235-1301. Graduate Studies also reviews completed dissertations, and requires that prior to the final defense, faculty on your committee complete special evaluation forms that are returned to Graduate Studies, along with a copy of the dissertation.

After the research is complete, you must submit a version of the dissertation approved by their chair at least 4 weeks prior to your intended meeting day, along with the graduate studies evaluation forms. Two meetings are possible, an editorial meeting and a final defense. The editorial meeting, which is intended to give the candidate (editorial) feedback on the dissertation, can be waived by consensus of the committee. The faculty members will give the student feedback within two weeks of receiving the dissertation and within that will return the Graduate Studies forms to the advisor.

The final dissertation examination (defense) will be scheduled only after the dissertation has been approved by the School of Graduate Studies. The dissertation is officially approved when committee members sign the Report of the Result of Final Examination form (available from Education Student Services). A copy of this form must be submitted to the Director of Training as well.

**Note:** *Dissertation proposals must be approved before the matching day for internship.*

### **Pre-Doctoral Internship**

We've saved the best for last: the full-time internship. Students must successfully complete an approved internship of one-year full time or two years half-time. During the Fall semester, a series of meetings are held with the Director of Training to assist you in the application process.

Complete information on internship is found in the program's Internship Handbook, available from the Director of Training. Please keep in mind that planning for internship should begin the

day you start in the program, because internship selection criteria vary across types of sites. Consult with your advisor or the Director of Training for more information on these issues.

One of the more helpful resources is the directory of Internship and Postdoctoral Programs in Professional Psychology, published by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and lists information concerning APA- and non-APA-accredited internship sites. The APPIC directory is now on-line at the APPIC website at [www.appic.org](http://www.appic.org).

## **Program Faculty Research Interests and Contact Information**

### Core Counseling Psychology Faculty

Berkel, LaVerne. Assistant Professor. Domestic violence issues, religious issues, and African American health issues. Ph.D. Pennsylvania State University. ED 224. 235-2444. BERKELL@UMKC.EDU

Brown, Chris. Associate Professor. Career development of special populations, sports psychology, assessment methods for counseling. Ph.D. University of Missouri-Kansas City. ED 215, 235-2491. BROWNCR@UMKC.EDU

Duan, Changming. Associate Professor. Counseling and social psychology, empathy, multiculturalism, cross-cultural values. Ph.D. University of Maryland-College Park. ED 215, 235-2489. DUANC@UMKC.EDU

Linville, Malcolm E. Professor. Individual/couple therapy, child/adolescent therapy, school counseling, gerontological counseling. Ph.D. University of Missouri-Kansas City. ED 365, 235-2462. LINVILLEM@UMKC.EDU

Murdock, Nancy L. Associate Professor, Director of Training, Counseling Psychology Ph.D. Program. Social/interpersonal approaches to counseling, family systems theory professional issues. Ph.D. Virginia Commonwealth University. ED 215, 235-2495. MURDOCKN@UMKC.EDU

Nilsson, Johanna. Assistant Professor. Multicultural issues (esp. issues associated with international students, refugees/immigrants), women's issues, and supervision/counseling process. Ph.D. Western Michigan University. ED 227, 235-2484. NILSSONJ@UMKC.EDU

Paul, Brian. Clinical Assistant Professor, Practicum Coordinator. Counseling training and supervision, consultation, multicultural/diversity issues, and multicultural supervision focusing on White supervisors. ED 236 PAULB@UMKC.EDU

Wang, DC. Assistant Professor. Attachment, family systems, and multicultural issues. Ph.D. University of Missouri-Columbia. ED 220, 235-2487. WANGDC@UMKC.EDU

### Affiliate Faculty

Kathy Goggin, Ph.D., Associate Professor, Director of the Master of Arts in Psychology Program. Health psychology, HIV/AIDS, health promotion in communities of color. Ph.D. San Diego State University / University of California, San Diego Joint Doctoral Program in Clinical Psychology. 4825 Troost, Suite 111-D, 235-1059. GOGGINK@UMKC.EDU

Glaros, Alan G. Professor. Behavioral medicine and health psychology, assessment and treatment of pain and fear, psychophysiology and feedback. Ph.D. State University of New York (SUNY), Stony Brook. 251 **Dental School**, 235-2074. GLAROSA@UMKC.EDU

Haddock, C. Keith, Associate Professor, Health promotion/illness prevention, chronic disease/illness rehabilitation, sleep disorders, stress/anxiety management, biostatistics and research methodology, philosophy of science. Ph.D. University of Memphis. 4825 Troost, 235-1074. HADDOCKC@UMKC.EDU

Hughey, Joseph B. Associate Professor. Social impact assessment, cognitive processes in acceptance of hazardous technologies, industrial psychology. Ph.D. University of Tennessee. 314 Scofield Hall, 235-1088.

Murdock, Tamera. Associate Professor, Chair, Counseling and Educational Psychology. Adolescents' social development and social cognition, motivation theory and applications. Ph.D. University of Delaware. ED 223, 235-2488. MURDOCKT@UMKC.EDU

Poston, Walker S. Carlos. Associate Professor, Clinical Health Psychology Program; Obesity epidemiology, treatment, and prevention, cardiovascular disease epidemiology and prevention, tobacco use, public health policy, eating disorders. Ph.D., University of California, Santa Barbara; M.P.H., University of Texas Houston Health Science Center. 4825 Troost, Suite 124, 235-1381. postonwa@umkc.edu.

#### Emeritus Faculty

Collins, James. Associate Professor, Department of Psychology. Personality correlates of perceptual processes, research methodology, statistical analysis. Ph.D. University of Illinois. 5301 Holmes, 235-1075.

Paul, Robert D. Associate Professor, Division of Counseling Psychology and Counselor Education. Human sexuality, professional ethics, consultation and supervision. Ed.D. University of Florida. ED 215, 235-2492. PAULR@UMKC.EDU

Sheridan, Charles. Professor, Psychology. Health psychology, stress and stress vulnerability. Ph.D. Ohio State University. 5305 Holmes, 235-1069. csheridan@umkc.edu

Hewitt, Jay. Associate Professor. Social Psychology, personality factors, interpersonal relations, cross-cultural studies. Ph.D. University of Iowa. 4825 Troost, 235-1063. HEWITTJ@UMKC.EDU

## Appendix A

### **POLICIES AND PROCEDURES FOR THE ADMINISTRATION OF THE COUNSELING PSYCHOLOGY PH.D. DEGREE PROGRAM, DIVISION OF COUNSELING, EDUCATIONAL RESEARCH, AND EXERCISE SCIENCE**

Program governance

Specific details of the collaborative agreement between Psychology and Counseling, Educational Psychology and Exercise Science are found in Appendix A, the Memorandum of Collaboration approved by both academic units.

**Definitions: Core faculty are the Counseling Psychologists in the School of Education. The Chair of the Division of Counseling, Educational Psychology, and Exercise Science is encouraged to serve as core faculty as appropriate.**

Affiliate faculty are those in other academic units, primarily Psychology, who indicate a desire to serve and have expertise relevant to doctoral study in Counseling Psychology. These faculty members activities include, but are not limited to serving as advisors to doctoral students in the Counseling Psychology program and as members of dissertation committees. Advisor status includes (but is not limited to) (a) supervision of the predissertation research project, (b) serving as chair of the dissertation committee and (c) ensuring that the student's yearly evaluation is completed. As advisor/chair, ensure that required paperwork is submitted to the program in a timely fashion.

The Counseling Psychology program is governed by the core faculty and student representatives via Counseling Psychology Faculty meetings. The agenda is set by the Director of Training prior to the meeting. Affiliate faculty are invited to attend meetings but are not expected to do so except upon special request by the core faculty. Agenda items may be directly proposed by the Director of Training in the interest of program administration, or can be composed based on student or faculty input. Additional agenda items may be proposed during faculty meetings and added to the next agenda by faculty and student majority vote.

A majority vote is required for all policy and procedure decisions as well as for decisions about student issues. Majority vote is defined as simple majority of faculty present and voting prior to the meeting (see below). Student representatives are allotted one vote.

The Chair of the Psychology Department and the Director of Training of the Counseling Psychology program are responsible for coordinating the activities of the two units relevant to the operation of the program. These issues include but are not limited to: consultation on the content of coursework, sequence of course offerings, and student support.

#### II. Student Representation

The local Division 17 Student Affiliate Group co-chairs are designated as representatives to the

Counseling Psychology Steering Committee and to the full Counseling Psychology faculty. They have one vote (combined) in both meetings. In addition, each year, a representative is chosen by each class, and these representatives attend the first 20 minutes or so of the full Counseling Psychology faculty meetings. This system is intended to give students broad and regular input to the full faculty in addition to that provided by the SAG co-chairs. Students beyond their 4<sup>th</sup> year in the program are asked to consider the 4<sup>th</sup> year class rep as their representative.

### III. Admission Policies and Procedures

Application packets for the counseling psychology Ph.D. program must be requested from the Office of Admissions by phone at (816) 235-1111 or by mail at Office of Admissions, 5115 Oak, University of Missouri-Kansas City, 5100 Rockhill Road, Kansas City, Missouri, 64110-2499.

All applicants must submit **two** sets of information by January 15 of the year prior to Fall admission.

The following materials are submitted to the Office of Admissions (Office of Admissions, 5115 Oak, University of Missouri-Kansas City, 5100 Rockhill Road, Kansas City, Missouri, 64110-2499):

- A. An application for admission to the Graduate School, including transcripts of all past academic credits.
- B. Graduate Record Examination Verbal and Quantitative scores.
- C. Application Fee

The following materials must be submitted directly to the Counseling Psychology Program (ED 215, 5100 Rockhill Road, Kansas City, MO 64110).

- A. A Counseling Psychology Program Application Cover Sheet
- B. A Curriculum Vita including the following information:
  1. Educational background
  2. Relevant clinical and research experience
  3. Recent volunteer work
  4. Honors or awards
  5. Membership/leadership in professional organizations
  6. Presentations and publications
- C. Three letters of recommendation, with evaluation forms as provided by UMKC. Evaluators should enclose their letters and rating forms in an envelope and sign across the seal of the envelope.
- D. Personal statement (2-3 pages) detailing your professional goals, including research and applied interests
- E. Photocopy of the UMKC Application for Admission

### IV. Admission Criteria

- A. Approximately ten students are admitted to the Counseling Psychology Program each year.

The program is designed for bachelor's level or master's level applicants. A prerequisite background of core courses is required prior to acceptance in the program. These courses include undergraduate or graduate level: general psychology, theories of personality, tests and measurement, abnormal psychology, experimental psychology, and introductory statistics. Students may be admitted who have two or fewer deficiencies. Such students must complete these deficiencies within one year of beginning study.

B. Recommended minimums for bachelor's level applicants:

1. The completion of a bachelor's degree with a major in psychology.
2. GRE combined Verbal and Quantitative scores of 1000.
3. An overall undergraduate GPA of 3.00 covering all college work taken prior to the bachelor's degree.

C. Recommended minimums for master's level applicants:

1. The completion of a Master's degree or equivalent in counseling or a closely related area.
2. GRE combined Verbal and Quantitative score of 1000.
3. Undergraduate GPA of 3.00 or graduate GPA of 3.50 with an undergraduate GPA of 2.75.

D. Applicants will be evaluated using the following dimensions:

1. Academic potential
2. Interpersonal skills
3. Contribution to program diversity
4. Research potential
5. Professional identity and involvement

E. Alternative Criteria. Students who do not meet the regular recommended criteria may be admitted under alternative criteria provided that there is good reason to believe that the regular criteria do not adequately manifest the student's potential to do quality work in the program.

F. Admission Selection Procedures.

1. The applicant screening committee will consist of Counseling Psychology core faculty members and one student member appointed by the committee. The student member must be in his or her final year of the academic portion of the program (i.e., preparing for predoctoral internship in the subsequent academic year). Interested students may apply to the committee by submitting a letter of interest to the director of training.

Using the aforementioned criteria, the application screening committee will select approximately thirty applicants to be offered interviews. Personal interviews may be requested, but are not required. From those interviewed, ten applicants will be offered admission. In addition, the committee selects and rank-orders a list of those who were interviewed to serve as alternates.

2. Candidates will be notified of the admissions decisions by April 1.
3. Candidates are required to act on the notification by April 15.
4. If a first round candidate does not accept, an alternate for the position will be selected from the rank-ordered list of the remaining candidates. Alternates will have 15 days to act on the notification.

## V. Student Evaluation and Retention

A. Student Evaluation. Once students have been admitted to the Ph.D. degree program, it is important that they progress through the program at a reasonable pace. Also, it is equally important that students be given periodic evaluations of their progress. Each year the faculty of the Counseling Psychology program will meet for purposes of reviewing all admitted Ph.D. degree students in the program. At this meeting, chairs of Ph.D. Supervisory committees will report on the progress of their students through the stages of the program.

1. Program Approval. During the student's first year in the program, she/he is expected to obtain approval of a Ph.D. Degree Program of Study. This process requires the submission of the program of study to the Director of Training for review and approval by the Counseling Psychology Faculty. A program requirements checklist is to be attached to the program along with any relevant course waivers. Courses waiver decisions are made by the current instructor of the course, or other faculty member designated by the chair of Psychology or Counseling, Educational Psychology, and Exercise Science. Programs of study will be signed by the advisor, the Director of Training, and 3 other Counseling Psychology faculty members. The program is then reviewed by and approved by the School of Education Office of Student Services. Students must complete a minimum of 65 hours in the program, except for respecialization students (see section below for requirements for respecialization).

2. Pre-Dissertation Research Requirement. The pre-doctoral research requirement must be satisfied prior to taking the comprehensive examination. Beginning with the 1996 class, the pre-doctoral proposal must be submitted to the Director of Training and approved within the first year of study, defined as no later than September 15 of the year following program entry. Policies concerning the Predissertation Research Project are found in a separate document under that title.

3. Comprehensive Examinations and Candidacy. As described in the School of Education policies, after completion of all coursework the student will have a comprehensive examination. Prior to this examination, students must submit an application to the School of Education Student Services Office and to the Director of Training. This application is used to verify completion of the program requirements including the psychology core, the counseling psychology core, and educational foundations. Upon successful completion of the Comprehensive Examination, the student becomes a Candidate for the Ph.D. degree. Policies about comprehensive examinations can be found in a separate document under that title. Passing this examination requires the endorsement of all members of the examination committee.

4. Dissertation Proposal Development and Approval. The proposal for the doctoral dissertation

may be developed at any time, although it is typically completed around the time the student takes the comprehensive examination. For students entering the program beginning Fall 1993 or later, the dissertation proposal must be approved prior to beginning predoctoral internship.

5. Dissertation. The dissertation must give evidence of the candidate's ability to do independent work and to make a contribution in the field of counseling psychology. A dissertation proposal meeting is required by the Counseling Psychology Program. Unanimous approval of the Dissertation Supervisory Committee of the proposal is required by School of Education policy.

After the dissertation research is complete, the student must submit a version of the dissertation approved by their chair at least 4 weeks prior to your intended meeting day, along with the UMKC Graduate Studies Evaluation forms. Two meetings are possible, an editorial meeting and a final defense. The editorial meeting, which is intended to give the candidate (editorial) feedback on the dissertation, can be waived by consensus of the committee. If the committee decides not to hold an editorial meeting, the committee members will give the student feedback within two weeks of receiving the dissertation and within that time period will return the Graduate Studies forms to the advisor.

The final dissertation examination (defense) will be scheduled only after the dissertation has been approved by the School of Graduate Studies. The dissertation is officially approved when committee members sign the Report of the Result of Final Examination form (available from the Counseling Office). A copy of this form must be submitted to the Director of Training as well.

6. Internship. Candidates must complete a 2000 hour internship in Counseling Psychology. The internship site must be APA-accredited or be approved by the Counseling Psychology faculty. Only in special cases will a non-accredited site be recognized by the faculty; standards for non-approved internship placements are attached to this document in Appendix D.

B. Student Retention. Once a student has been admitted to the program, circumstances may arise resulting in his or her being discontinued as an actively enrolled student or dropped from the program.

1. Inactive Status. A student on inactive status is not counted as part of the faculty advising load. A student can remain on inactive status for a period not to exceed two successive semesters. If, at that time, the student does not return to active status or gain an extension of inactive status by an affirmative majority vote of the faculty, the student will be dropped from the program. In order to return to active status, the student must write a letter to the Chair of the Ph.D. Supervisory Committee indicating a plan of action for completion of the degree. The student may request to continue the relationship with the previous committee or may request a new committee. In either case, as in the initial assignment of the Major Professor and the selection of the committee members, the faculty members will have the prerogative of refusal and must stay within the faculty load limits. A request to return to active status must have the recommendation of the Major Professor and an affirmative majority vote of the Counseling Psychology faculty.

The following statements describe conditions under which a student may be classified as inactive:

a. If after five years from the date of a doctoral student's admission to the program, the student has not actively pursued the completion of the degree as determined at the annual review of the Ph.D. students, the student will be placed on inactive status. The student will receive written notice of this action. Course work progress, internship status, and judgment of the advisor/supervisory committee as to satisfactory progress on the dissertation will be used to make this determination.

b. A student will be placed on inactive status for not maintaining full-time enrollment. In the Ph.D. Degree Program, Counseling Psychology, graduate students are considered full-time if they are enrolled for a minimum of 9 semester hours.

2. Academic Probation. In order to remain a student in good standing, one must maintain an overall GPA of 3.00. Failure to do so will result in the student being placed on probation. While on probation, a student must maintain a minimum of a 3.00 GPA each semester. Failure to do so will result in dismissal from the program. A student must remove the probation within a period of two consecutive semesters or he or she will be dismissed.

3. Satisfactory Progress. For reasons other than those stated above, it may be decided at the annual review of the Ph.D. students that a student is not making satisfactory progress through the stages of the program. Such a decision requires a two-thirds vote of the Counseling Psychology faculty. In such cases, the student will be notified of the unsatisfactory evaluation and be requested to submit within 30 days a petition for a plan of remediation to the chair of the student's Supervisory Committee. The Chair will forward the petition to the faculty with recommendation as to disposition. Acceptance of the petition requires a simple majority vote of the faculty. Failure to petition or to receive an affirmative vote will result in the student being placed on inactive status and subject to the provisions of such status (See section 1 above).

4. Dismissal from the program. For reasons other than those stated above a student may be dismissed from the program. The following statements describe these additional circumstances under which a student may be dismissed.

a. In all practica, students are required to demonstrate minimal clinical competency (grade of credit). Likewise, in internship and in all courses in the required research sequence, students are required to demonstrate minimal research competencies (grade of B or better). In accordance with university policy, a student may repeat a course. Under these circumstances, the second grade becomes the grade of record. Should a student receive a permanent grade of no credit in a practicum or a grade below B in internship or a required research course, the student will be dismissed from the program. Such dismissal does not require a vote of the faculty.

b. If a student fails the comprehensive examination, she or he has one additional opportunity to retake the examination. Should the student fail a second time, she or he will not be allowed to

continue in the program. Such dismissal does not require a vote of the faculty.

c. A student may be dismissed according to the outcome of the program's Academic Assessment Policy (described in a separate document by that title).

## VI. Committee Membership and Advising Load

A. Composition of the Ph.D. Supervisory Committee. The Ph.D. Supervisory Committee shall consist of a minimum of five faculty members. The Chair and two other members of the committee must hold appointment on the Counseling Psychology Faculty. The Chair of the Supervisory Committee must hold an appointment on the Doctoral Faculty. Two of the three Counseling Psychology Program faculty must be members of the core faculty. One committee member must have primary appointment in the School of Education in a program other than Counseling Psychology and Counselor Education, and the 5<sup>th</sup> member is unspecified, but must be UMKC faculty or hold adjunct status at UMKC.

B. Advising Load. Doctoral Faculty members who hold appointments in the Counseling Psychology Faculty may serve as chair of **eight** supervisory committees. When a faculty member is serving as chair of eight supervisory committees, he or she will not be allowed to accept additional chair assignments.

## VII. Respecialization in Counseling Psychology

### **Respecialization Policy Admission Process**

1. The Candidate must hold a completed Ph.D. degree in Psychology other than in Counseling Psychology.
2. The Candidate must file an application for admissions using the Ph.D. program application materials. This form must be received by January 15 in the year prior to Fall admissions.

Students successfully completing respecialization will receive a certificate but not a degree. A maximum of two respecialization students can be in the program at any one time.

Other program requirements:

1. Predissertation research project (see CPCE 690 or Psych 590 coursework requirement)
2. Comprehensive Examination

### Respecialization Coursework Requirements

#### Counseling Psychology Core

#### Credits

- A. Career Development and Counseling

CPCE 505 Career Development I	3
CPCE 605 Career Development II	3

#### B. Professional Counseling Psychology

CPCE 600, Introduction to Counseling Psychology	3
Psych 622 Theoretical and Ethical issues in Professional Psychology	3
CPCE540 Theories and Methods of Group Counseling	3
CPCE 551 Counseling in a Pluralistic Society	3
CPCE 615 Survey of Research in Counseling Psychology	3
CPCE 620 Advanced Theories and Methods of Counseling	3
CPCE 640 Counseling Supervision	2
CPCE 650 Seminar in Current Issues in Counseling Psychology	3

#### C. Assessment

CPCE 515 Assessment Methods in Professional Counseling	3
Psych 580 Cognitive/Intellectual Assessment	3

#### D. Practicum

CPCE 530 Counseling Methods	3
CPCE 531 Counseling Practicum I	3
CPCE 532 Counseling Practicum II	3
CPCE 631 Advanced Counseling Practicum	3
CPCE 639 Continuing Advanced Practicum *	3
CPCE 641 Supervision Practicum	3
EDRP 589TP Practicum in College Teaching	3

\*\*CPCE 631 and CPCE 639 are to be completed in the same agency over 2 consecutive semesters. CPCE 631 requires a 3-hour class section. Individual supervision is provided on-site by a licensed psychologist. Class attendance is not required for CPCE 639.

E. CPCE 690 or Psych 590 (enrollment to complete Predissertation Research) 3

F. Internship: CPCE 675 Internship in Counseling Psychology (3 hours) 3

Total credits: 64

Psychology core courses (as needed ; may be waived based on previous coursework)

Psych 515 Advanced Systems and History of Psychology	3
Psych 518 Biopsychology II (Psych 418 or equivalent)	3
Psych 505 Motivation or Psych 507 Cognitive Psychology	3
Psych 512 or 521 Contemporary Issues in Social Psychology	3
CPCE 503 Psychopathology	3

### VIII. Policy & Procedure for Changing Advisor

#### For advisee initiated transfer:

##### *If it is the first time transfer:*

The student may work with the current advisor toward a transfer, if desired. In this scenario, the student and the advisor can decide on how to approach and obtain a new advisor and complete a smooth transition, including filling out the “Change of Advisor Form”.

Otherwise, the following steps can be taken.

- 1) The student contacts the training director, discussing the need for being transferred to a different advisor. The training director will evaluate the situation, provide the “third person’s” perspective based on the program training philosophy and related policies, and discuss possible solutions with the student.
- 2) After the training director agrees on the rationale and needs of the student to be transferred to a different advisor, it is the student's responsibility to talk to the current advisor regarding the request and to obtain an agreement from the current advisor. However, in some rare circumstances, the training director may help the student with the process of communicating with the current advisor.
- 3) After discussing the possible new advisor choice(s) with the training director, the student should contact the chosen faculty and discuss the possibility of working with him/her. The process can only be completed if the chosen faculty agrees to take on the advisory role.
- 4) After receiving oral agreement from both current and prospective advisors, the student is required to fill out the “Change of Advisor Form” in which the student explains why change is being requested and indicates that both advisors are in agreement with the change. The Change of Advisor Form needs to be signed by the current and prospective advisors, the student, and the training director, and will be kept in the student’s file.
- 5) If either the step 2 or 3 does not result in an agreement from all parties, the issue with a request letter written by the student will be presented to the faculty meeting, and the faculty will make a recommendation.

##### *If it is not the first time transfer:*

- 1) The student should submit a written request to the faculty, listing the reasons for the request.
- 2) The faculty will appoint a 3-member committee to review the request and make recommendations to the faculty.
- 3) Requested change and recommendations from the committee will be discussed and a decision will be made at the next faculty meeting.
- 4) The training director will inform the student of faculty decision.

#### For advisor initiated transfer:

- 1) The current advisor who wishes to terminate the advisory relationship with his/her advisee(s) should consult with the faculty (can be a faculty agenda item) for a recommendation before telling the advisee the decision. To protect the student's interest and learning needs, the training director should always be involved in this process as an advocate for the student.
- 2) Upon the faculty's recommendation, the current advisor and/or the training director will work with the student to follow the Steps 3 and 4 described in the section of the first time transfer initiated by the advisee.

## Appendix B

### COOPERATIVE AGREEMENT

between

Counseling and Educational Psychology (Counseling Psychology and Counselor Education Faculty) School of Education AND Department of Psychology, Arts and Sciences

Purpose: To define the roles of faculty in collaboration between the two units, specifically in reference to the doctoral programs and coursework in Counseling Psychology and Clinical Health Psychology, and to specify other potential areas for collaboration, such as undergraduate coursework offerings.

Structure and Functioning of the Counseling Psychology Program

The Counseling Psychology Program will be governed by the Core Counseling Psychology faculty, defined as the Counseling Psychologists in the School of Education.

Core faculty status requires commitment to the following activities on a consistent basis:

1. Faculty Meetings and submission of requested information

- Attend faculty meetings
- Provide information for APA report in a timely manner
- Attend yearly student evaluation meetings and complete and submit required paperwork

2. Student Work

- Attend new student orientation
- Advise/mentor students
- Attend campus visit day activities
- Interview program applicants
- Maintain student files and submit paperwork to Director of Training
- Review predissertation research proposals
- Serve on Ph.D. committees

3. Committee and Administrative Work (one per year)

- Admissions committee
- Comprehensive examination committee
- Serve on program subcommittees

Affiliate faculty status will be granted based upon application to the core Counseling Psychology faculty. Affiliate faculty status involves the following commitments:

1. Serve as advisors to doctoral students in the Counseling Psychology program.
2. Advisor status includes (but is not limited to) (a) supervision of the predissertation research project, (b) serving as chair of the dissertation committee and (c) ensuring that the student's yearly evaluation is completed.
3. As advisor/chair, ensure that required paperwork is submitted to the program in a timely fashion.
4. Serve as members on dissertation committees
5. Affiliate faculty members are not expected to attend meetings of the Counseling Psychology faculty, except upon specific request by the core faculty.

Affiliate Status for Counseling Psychology Faculty within Psychology.

Affiliate faculty status in the Clinical Health Psychology Program involves the following commitments:

1. Involvement in research relevant to Health Psychology if the faculty serves as chair of a student's committee.
2. Serve as mentors to doctoral students in the Clinical Health Psychology program.
3. Advisor status includes (but is not limited to) (a) supervision of the second year research project, (b) serving as chair of the dissertation committee and (c) ensuring that the student's program evaluations are completed.
4. As advisor/chair, ensure that required paperwork is submitted to the program in a timely fashion.
5. Serve as members on dissertation and comprehensive exam committees.
6. Affiliate faculty members are not expected to attend meetings of the Clinical Health Psychology faculty, except upon specific request by the core faculty.

**General Conditions**

All program faculty will be appointed into both administrative units involved in this agreement. Program faculty must maintain doctoral faculty status in order to serve as research supervisors.

## Appendix C

### Our Training Values

The Counseling Psychology Program at the University of Missouri-Kansas City values cultural diversity as including racial, ethnic, and class backgrounds, national origins, religious, spiritual and political beliefs, physical abilities, ages, genders, and sexual orientations. The program expects faculty and students to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and faculty who are different from themselves in terms of age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status. It is expected that students and faculty will work to create a climate of safety and trust for all concerned.

As a profession, Counseling Psychologists not only disavow oppressive attitudes, beliefs, and behaviors, but actively work to advocate for social justice and against oppression. As mandated by American Psychological Association Ethical Principles and Accreditation Guidelines, we seek to train students who will advocate for and positively embrace all demographic diversity. Thus, enrollment in the program is seen as a commitment to the process.

Standards for student and faculty behavior must exceed the idea of “non-discrimination.” Both faculty and students of the Counseling Psychology Program are expected to take active roles in stopping bigotry and combating racism, sexism, ageism, homophobia, religious intolerance, and other forms of invidious prejudice. No behaviors that result in physical or psychological abuse, harassment, intimidation, or violence against persons or property will be tolerated.

We understand that students will not enter the program free from bias and prejudice. Nevertheless, successful completion of the program requires a genuine desire to examine one’s attitudes and values and to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA Ethics Code, 2002, Principle E). Stated simply, being unwilling to examine the effects of one’s attitudes and values on one’s work is unacceptable.

Students are required to honor not merely the Ethics Code of the American Psychological Association (APA), but also to be familiar with and to abide by the various Guidelines published by the APA, which address issues of diversity including but not limited to the: *Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients*, the *Multicultural Guidelines*, and the *Guidelines for Psychological Practice with Older Adults*. All of these guidelines can be found both on the APA website ([www.apa.org](http://www.apa.org)) and on the UMKC Counseling Psychology website (<http://www.umkc.edu/education/divs/cpce/new/phd/phd>).

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling students must become comfortable working with the process of individual’s self-disclosure and introspection. Therefore, it is an essential training

component of the Counseling Psychology program to provide assignments and classroom experiences that call for our students (i.e., counselors in training) to self-disclose and personally introspect about personal life experiences to an extent not expected in other academic disciplines. As such the counseling psychology faculty is committed to and expects an atmosphere of respect and confidentiality among our students.

Here is what APA says about the ethics of requiring self-disclosure in an academic program: *Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others. (APA, 2002, 7.04).*

Please note that we require that our students be willing to engage in self-examination (i.e., to disclose personal information in an academic context), and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values.

\*\*\*\*\*

(This statement has been adapted from the following Universities and/or Counseling Psychology Program Statements: Auburn University, Miami University, the University of North Dakota, and University of Missouri – Columbia).

Date of Draft: 3/5/05

**Appendix D:****Counseling Psychology Policy and Procedures  
Criteria for Internship Sites**

1. Candidates must complete a formal 2000-hour internship for the purpose of training advanced students to meet the range of problems the professional psychologists may expect to confront.
2. The internship may consist of one year full-time training or two years half-time.
3. The internship may or may not be in a single agency.
4. The internship program must be an organized training program, in contrast to supervised experience or on-the-job training, comprised of a planned, programmed sequence of training activities.
5. The internship site must have two or more psychologists on the staff as supervisors, at least one of whom must be licensed as a psychologist.
6. Internship supervision must be provided by a staff member of the internship agency or by an affiliate of that agency who carries clinical responsibility for the cases being supervised.
7. The internship agency must have a minimum of two doctoral level psychology interns during the intern's training period.
8. The internship must provide a range of assessment and treatment activities conducted directly with clients/patients seeking mental health services.
9. At least 25% of the intern's time must be in direct client/patient contact (minimum 500 hours).
10. Supervision must be comprised of a minimum of two hours per week of regularly scheduled, formal, face-to-face individual supervision, regardless of whether the internship is full or half-time.
11. There must be a minimum of two additional hours per week in learning activities such as: case conferences, seminars dealing with clinical issues, co-therapy, group supervision, or additional individual supervision.
12. It is highly desirable that the internship site not be in an agency where the student received all of his or her practicum training.

13. The intern must have a title such as “intern”, “resident”, or other designation of trainee status.
14. It is highly desirable that the internship agency provide some financial remuneration to the intern.

(c:\intern\criteria.int 4/96)

revised 2/21/03

## Appendix E

### Pre-Dissertation Research Project

#### Purpose of pre-dissertation research project

The counseling psychology program is dedicated to the scientist-practitioner model, and therefore students are expected to engage in research as well as practice while completing their programs. To this end, all students are required to complete a pre-dissertation research project prior to taking comprehensive exams. The purpose of the pre-dissertation research project is to provide a non-threatening introduction to research and experience in the many different aspects involved in completing a research project. This project must be completed under the direction of a Counseling Psychology faculty member or an affiliate faculty member.

#### Types of pre-dissertation research

There are a few different ways to conduct a pre-dissertation research project; see suggestions below. It is important for students to know that faculty may not be able to offer students a choice of all the types of pre-dissertation research at any given time. Thus, the final choice of type of pre-dissertation project is up to faculty in collaboration with the student.

1. Student conceptualize the research project, based on own examination of literature.
2. Faculty provides an idea for a topic and variables to examine.
3. Faculty allows students to use pre-existing data. Faculty may also provide students with a topic for the project.

#### **Content areas required for pre-dissertation proposal**

To ensure that students gain experience and develop skill in the entire research process, each student completing a pre-dissertation research project must actively participate in each of the following activities:

1. Writing a brief review of literature, specifying the theoretical basis of the proposed research;
2. Developing and articulating the hypotheses to be tested, if appropriate;
3. Writing the method section, including a description and assessment of the research instruments used;
4. Selecting and running the statistical analyses used in the research;
5. Completing a final write up of the entire project.

#### Time-line and requirements

Each student must complete a research project in accordance with the following guidelines:

1. Student and faculty are responsible for starting work on the pre-dissertation project during the student's first semester in the program.
2. The full project must be completed prior to comprehensive examinations.
3. The project cannot be a course requirement.

4. With the approval of the faculty advisor, the pre-dissertation proposal must be submitted to the Director of Training no later than **September 15** of the year following program entry, who will then forward the proposal to a faculty member for review and approval.
5. Students who fail to turn in their pre-dissertation proposal by **December 10** of the second year of the program will not be able to take any courses the following semester. The only exception for this is practicum.
6. When the student receives the faculty review of the proposal, he/she will have **one month** to respond to the reviewer's recommendations.
7. After approval is granted, the student must submit the proposal to the Social Science Institutional Review Board on Human Experimentation (SSIRB), which meets regularly and oversees the ethics of research projects conducted at UMKC. Information about the SSIRB is available on their website at [www.umkc.edu/irb/ssirb.html](http://www.umkc.edu/irb/ssirb.html). The SSIRB may make recommendations for modifications of the proposal and these recommendations must be carried out before research can begin. Unless revisions are major, revisions to the proposal based on IRB recommendations should be made and resubmitted within one month.
8. Students must enroll in 3 CPCE 690 credits by the completion of the project or the end of the 2<sup>nd</sup> year, whichever is sooner. If the project is not completed by the end of the 2<sup>nd</sup> year (spring semester), students must register for one additional credit per semester with their advisor, starting in the summer of that second year, until the project is complete. Faculty and students should set up expected goals for the pre-dissertation research project each semester. Grades assigned for 690 each semester are based on successful completion of these goals. Goals for progress on the project should also be set for semesters when students are not formally enrolled in 690 credits (e.g., semesters 1 and 2 in program). Attainment of these goals will be incorporated into the student's annual evaluation of research activity.
10. Students are required to submit the completed study to the Counseling Psychology program through the Director of Training. This manuscript should include all phases required by the proposal plus a summary of results and a brief discussion of the outcomes. A written statement of approval by the advisor is also required.

#### Presentation and Publication of Pre-dissertation Project

Students are encouraged to present and publish their pre-dissertation research project data. This project is considered a student owned project, under guidance of faculty. However, authorship of the project depends on the degree of involvement of all persons involved with the project (e.g., faculty involvement in providing research idea and data, and other students). Faculty is responsible for discussing authorship with the student early on in the pre-dissertation process. Faculty and students must adhere to the Ethical guidelines of the American Psychological Association when it comes to authorship of the project.

Review Process

1. Approval of the project is made by one counseling psychology faculty member, who will be assigned on a project-by-project basis by the Director of Training. The faculty supervisor of the project cannot be a reviewer for the proposal once it has been presented to the DT.
2. The faculty member will have the following three options when reviewing the proposal: (a) approve the project; (b) approve the project contingent upon specified modifications, and (c) disapprove the project.

Revised 10/04

## Appendix F

### Ph.D. Student Academic Assessment Policy

The academic assessment of a student in the Division of Counseling Psychology and Counselor Education is a significant event for both the student and the program faculty. It represents an evaluation by the faculty of student competency in academic or clinical skills, or in other critical areas of professional conduct.

At any point during the student's matriculation through the program, the faculty retains the right to review any student behavior that may affect the welfare of the student or others. Such a review may result in the student not being permitted to continue in the program or in practice courses. The following are offered as examples of behaviors that are the basis for evaluation of student progress:

1-Failure to maintain academic standards (e.g., a minimum grade of “B” must be achieved for the required courses to count towards your degree).

2-Unsatisfactory performance in counseling practice courses (e.g., prepracticum, practicum, internship) (e.g., practicing outside area of competence, inadequate clinical skills). A minimum grade of “B” must be achieved for the course to count towards your degree.

3-Academic dishonesty (e.g., cheating, plagiarism).

4-Unethical or unprofessional behavior (e.g., exploitative relationship with client, failure to maintain security of assessment instruments).

5-Behaviors that obstruct the training process and/or threaten the welfare of the student or others (e.g., active substance abuse).

6-Failure to comply with established University or Program timetables and requirements (e.g., failure to meet time limits for completion of degree program).

7-Consideration may be given to other circumstances as they arise.

#### Additional Procedures for Evaluation of Ph.D. Students

To protect student interests as well as the rights of faculty to uphold the academic and professional standards of the training program, the following steps will be taken as part of the academic review process separate from the yearly evaluation procedure.

1. If a concern about student behavior develops within the context of a course, the course instructor and/or field supervisor documents concerns. The instructor meets with the student to

outline deficiencies and establish a remedial course of action (if appropriate). Chronological time frames may be established to evaluate performance. Others (i.e., program faculty, clinical supervisors, clients, or professionals and agents outside the university) who have university related concerns about a student outside of the context of a course may communicate their concerns directly to the Director of Training of the Counseling Psychology Program. (Such discussions are governed by the Family Educational Rights and Privacy Act.)

2. When the instructor has made a reasonable determination with adequate documentation that a pattern of severity of problem exists that warrants additional action beyond that already taken, the instructor will communicate the concerns, actions taken and their outcomes to the Director of Training and program faculty for possible action.

3. The student will be informed in writing by the Director of Training of: (a) any decision that may affect the student's status within a degree program, (b) the opportunity to address the faculty in person or in writing to appeal the decision.

4. The student will be informed in writing by the Director of Training of the faculty's response to the appeal. The student will be advised of the opportunity to seek further informal resolution of the concern with the Dean of the School of Education.

## Appendix G

### School of Education Grade Appeal Procedure

The grade appeal procedure in the School of education is designed to assure students an orderly process for appeal and review of allegedly capricious assignment of grades and to assure instructors of their responsibility and authority for evaluation of student performance established for each course in which they are enrolled.

The School of Education grade appeal procedure is available only for review of allegedly capricious grading and not for review of course academic standards or the judgment of instructors in assessing the quality of students' work.

Capricious grading, as that term is used here, consists only of any of the following:

1. the assignment of a grade to a particular student on some basis other than the performance in the course;
2. the assignment of a grade to a particular student by imposing more exacting or demanding standards than were applied to other students in the course (Note: this does not preclude instructors from setting more demanding standards for those taking undergraduate level courses for graduate credit);
3. the assignment of a grade by a substantial departure from the instructor's previously announced standards.

In general, students are encouraged to discuss any academic matter informally with their instructors, with division chairpersons, or with the academic dean.

The following procedure should be initiated only when the student believes the course grade was capriciously assigned, and after the results of informal consultation are considered unsatisfactory.

This appeal procedure must be initiated within six weeks after the start of the next regular semester or term. Once the appeal process is initiated, every effort should be taken to assure that both the student and faculty member are apprised of the appeal process and that step is pursued in a timely fashion. This process must be completed within one semester following the term in which the appeal was initiated. Additional time may be required in the event a faculty member is on leave or a non-regular faculty member is involved.

**Step 1 :** Students should discuss a course grade which they consider capricious first with the instructor of the course. If anyone other than that instructor is first approached, the student should be referred to that instructor unless there are compelling reasons to the contrary. In the latter instance, the student should be referred to the chairperson of that division. If a grade appeal is made against a division chairperson, then the senior member of the division would assume the role of chairperson for the purposes of the appeal.

**Step 2:** If the matter cannot be resolved by consultation with the faculty member in a reasonable length of time (non longer than 45 days), the student should confer with the appropriate divisional chairperson and present in writing all applicable facts and allegations. The chairperson must notify the faculty member in writing of the complaint and provide the faculty member with a copy of the student's written statement. The faculty member will provide the chairperson with a written explanation of the disputed grade. The chairperson will review the case and render a written decision to both the student and faculty member.

**Step 3:** If either the student or faculty member is dissatisfied with the chairperson's decision, one or both can make a written appeal to the Dean.

The Dean may render a decision or may refer the appeal to the Grievance Committee for review and for a recommendation. The outcome will be communicated to the student, chairperson, and the faculty member involved.

**Step 4:** If the matter is not resolved within the School of Education, the campus procedure (UMKC Procedure for the Appeal of Grades, available on page 457 in the General Catalog) will apply and the student may appeal to the Chancellor or his/her designated representative. The appeal must be made within ten (10) calendar days after notification of the decision of the Dean.

## Appendix H

### **UMKC Guidelines on Sex Discrimination, Sexual Harassment, and Discrimination on the Basis of Religion or National Origin**

#### **Guidelines on Sex Discrimination**

The University of Missouri-Kansas City complies with Title IX of the Educational Amendment of 1972 and seeks to insure that all persons employed, seeking employment, seeking admission, students, promotions and salary are not victims of sex discrimination. To insure this policy of nondiscrimination on the basis of sex, the University has taken the following steps:

1. It recruits employees of both sexes for all jobs except where sex is a bona fide occupational qualification.
2. Advertisements in journals, newspapers and other media for employment do not express a sexual preference unless sex is a bona fide occupational qualification for the job.
3. Personnel policies for the University explicitly indicate that there will be no discrimination on account of sex.
4. Promotion and job advancement except where governed by the rules and regulations of tenure are offered to all employees regardless of sex. To insure this stand, the University makes no distinction based upon sex in employment opportunities, wages, hours or other conditions of employment.
5. Policies and practices of the University assure that appropriate physical facilities are available for both sexes.
6. Women employees are not penalized in their condition of employment because they require time away from work on account of child bearing. Following childbirth and upon signifying intent to return within a reasonable time, such female employees are reinstated to their original jobs or positions of like status and pay without loss of service credit.
7. The wage schedule and job classifications of the University are not related to or based on the sex of the employee.
8. The University has issued policies and guidelines to ensure an educational and work environment that is free from sexual harassment.

The University has taken the above steps to alleviate sex discrimination within the institution. Those employees who believe they have been discriminated against on the basis of sex may use the appropriate internal grievance procedure.

#### **Guidelines on Discrimination on the Basis of Religion or National Origin**

Members of various religious and ethnic groups, primarily but not exclusively of eastern, middle and southern European ancestry, such as Jewish, Catholic, Italian, Greek and Slavic groups, continue to be excluded from executive, middle management and other job levels because of discrimination based upon their religion and/or national origin. Under the Equal Opportunity Clause contained in section 202 of Executive Order 11246 as amended, the University of Missouri-Kansas City does not discriminate against employees or applicants for employment because of religion or national origin, and employees are treated during employment without regard to their religion or national origin. To ensure this, the University of Missouri-Kansas City has taken the following steps:

1. The University, through the vice provost for affirmative action/academic personnel and its international communications mechanisms, has expressed that equal employment opportunity without regard to religion or national origin is a policy of the University and that all employees of the University must be committed to equal employment for all persons without regard to religion or national origin.
2. In all of its recruitment sources the University of Missouri-Kansas City has gone on public record to express that it is committed to equal employment opportunity without regard to religion or national origin.
3. The University, through its affirmative action listings, informs some community, religious and ethnic groups of employment opportunities that are available at the University of Missouri-Kansas City.

4. The University of Missouri-Kansas City accommodates the religious observance and practices of all employees unless it interferes with the reasonable purpose of the institution.

The University has taken the above steps to alleviate discrimination based on religion or national origin. Employees who feel they have been discriminated against on the basis of religion or national origin may avail themselves of the internal affirmative action grievance procedures.

### **Guidelines on Sexual Harassment**

This University of Missouri policy aims for an increased awareness regarding sexual harassment by making available information, education and guidance on the subject for the University community.

**A. Policy Statement.** It is the policy of the University of Missouri, in accordance with providing a positive, discrimination-free environment, that sexual harassment in the work place or educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the institution.

**B. Definition.** Sexual harassment is defined for this policy as either

1. Unwelcome sexual advances or requests for sexual activity by a University employee in a position of power or authority to a University employee or a member of the student body, or
2. Other unwelcome verbal or physical conduct of a sexual nature by a University employee or a member of the student body to a University employee or a member of the student body, when:
  - a. Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or
  - b. The purpose or effect of such conduct is to interfere unreasonably with the work of academic performance of the person being harassed; or
  - c. The purpose or effect of such conduct to a reasonable person is, to create an intimidating, hostile, or offensive environment.

**C. Non-Retaliation.** This policy also prohibits retaliation against any person who brings an accusation of discrimination or sexual harassment or who assists with the investigation of sexual harassment. Notwithstanding this provision, the University may discipline an employee or student who has been determined to have brought accusation of sexual harassment in bad faith.

**D. Redress Procedures.** Members of the University community who believe they have been sexually harassed may seek redress, using the following options:

1. Pursue appropriate informal resolution procedures as defined by the individual campuses. These procedures are available from the campus Affirmative Action/Equal Opportunity Officer
2. Initiate a complaint or grievance within the period of time prescribed by an applicable grievance procedure. Faculty are referred to Section 370.010, "Academic Grievance Procedures"; staff to Section 380.010, "Grievance Procedure for Administrative, Service and Support Staff" and students to Section 390.010, "Discrimination Grievance Procedure for Students". Pursuing a complaint or informal resolution procedure does not compromise one's rights to initiate a grievance or seek redress under state or federal laws.

**E. Discipline.** Upon receiving a charge of sexual harassment against a member of faculty, staff, or student body, the University will investigate and, if substantiated, will initiate the appropriate disciplinary procedures. There is a five year limitation period from the date of occurrence for filing a charge that may lead to discipline. An individual who makes an accusation of sexual harassment will be informed:

1. At the close of the investigation, whether or not disciplinary procedures will be initiated; and
2. At the end of any disciplinary procedures, of the discipline imposed, if any.

## Appendix I

### GRIEVANCE PROCEDURES

#### COLLECTED RULES & REGULATIONS

390.010

University of Missouri Chapter: Student Discrimination Grievances

Bd. Min. 12-17-82. Amended 1-25-90.

#### 390.010 DISCRIMINATION GRIEVANCE PROCEDURE FOR STUDENTS

##### A. GENERAL

1. It is the policy of the University of Missouri to provide equal opportunity for all enrolled students and applicants for admission to the University on the basis of merit without discrimination on the basis of their race, color, religion, sex, national origin, age or disability, or Vietnam era veteran status. Sexual harassment shall be considered discrimination because of sex.
2. To insure compliance with this policy, all University of Missouri prospective or enrolled students shall have available to them this student discrimination grievance procedure for resolving complaints and/or grievances regarding alleged discrimination.
3. This grievance procedure neither supersedes nor takes precedence over established University procedure of due process for any and all matters related to Academic Dishonesty, Grade Appeals, Traffic Appeals, Disciplinary Appeals, or other specific campus procedures which are authorized by the Board of Curators and deal with faculty/staff responsibilities.
4. These proceedings may be terminated at any time by the mutual agreement of the parties involved.

Note: A grievance concerning specific incidents filed under this discrimination grievance procedure shall not be processed on behalf of any student who elects to utilize another University grievance procedure. In addition, the filing of a grievance under these procedures precludes the subsequent use of other University grievance or appeals procedure for the same incident.

##### B. DEFINITIONS

1. A complaint is an informal claim of discriminatory treatment. A complaint may, but need not, constitute a grievance. Complaints shall be processed through the informal procedure herein set forth.
2. A Grievance is the written allegation of discrimination which is related to:
  - a. Recruitment and admission to the institution.
  - b. Admission to and treatment while enrolled in an education program.
  - c. Employment as a student employee on campus.

d. Other matters of significance relating to campus living or student life, including, but not limited to:

Assignment of roommates in residence halls  
 Actions of fraternities and sororities  
 Membership in and/or admission to club/organizations  
 Student Health Services  
 Financial aid awards

3. A student is any person who has applied for admission or readmission, or who is currently enrolled, or who was a student of the University of Missouri at the time of the alleged discrimination.

4. Persons with disabilities—For the purpose of this student discrimination grievance procedure, a “person with a disability” has been substituted for “handicapped individual” (Section 504, Rehabilitation Act of 1973) and shall be defined as “. . . any person who

a. Has a physical or mental impairment which substantially limits one or more of such person’s major life activities, b. Has a record of such impairment, or

c. Is regarded as having such an impairment.”

For purpose of this definition, “major life activity” means any mental or physical function or activity which, if impaired, creates a substantial barrier to employment and/or education. Any reference in this document to written materials or to written or oral presentations within the student discrimination grievance procedure may be adjusted to accommodate persons with disabilities for whom the stated materials or required presentations would not be appropriate. Cost of such accommodation will be borne by the University, with no charge to the individual.

5. Appropriate Administrative Officer—The primary administrative officer on the staff of the Chancellor (in the area of Student Affairs/Services, Administrative Services, Development, and Academic Affairs) having administrative responsibility for the unit in which the discrimination is alleged to have occurred.

6. Grievance Consultant—At any step the Director of Equal Opportunity or of Affirmative Action may be asked to serve as a consultant by any of the parties involved in this grievance procedure.

## C. FILING INFORMAL COMPLAINTS

1. Policies and Procedures—A student with an informal complaint will be provided with copies of appropriate policies and procedures pertaining to student complaints and grievances, and the Chief Student Personnel Administrator or his/her designee and the Officer for Equal Opportunity or for Affirmative Action shall be available to assist the student in understanding the opportunities afforded through such policies and procedures. The student may choose to have an advisor participate in any stage of the grievance procedure, subject to the restrictions of the hearing procedures set forth in Section 390.010 F.

2. Joint Complaint—If more than one student is aggrieved by the same action, these students may, by mutual written agreement among themselves, file with the Chief student Personnel Administrator a complaint and pursue their complaints jointly under this grievance procedure. If the number of students in such a case is so large as to make it impracticable for them to be heard individually in a joint proceeding, they may, by mutual agreement, elect one or more of their number to act on behalf of them all.

3. Students may at any time within thirty-five (35) calendar days of the date of the occurrence of the incident, informally discuss a complaint with the relevant supervising administrator. Every reasonable effort should be made to resolve the matter informally at this administrative level. If a satisfactory resolution is not reached, the student may pursue the matter through each level of administrative jurisdiction up to and including the Appropriate Administrative Officer, or file a grievance within the time specified in D.1.b.

4. Complaints Involving Recruitment

- a. Undergraduate applicants must first present complaints about recruitment to the Director of Admissions. If a satisfactory resolution is not reached, the applicant may appeal the matter to the immediate supervising officer of the Director of Admissions.
  - b. Applicants for graduate study may request a meeting with the academic department head and the Dean of the College, or their designees, who are actually involved in the recruitment effort to discuss the matter informally. If a satisfactory resolution is not reached, the applicant may appeal to the Dean of the Graduate School and finally to the Appropriate Administrative Officer.
5. Complaints Involving Admissions (Undergraduate or Professional)
- a. Undergraduate and professional student applicants shall present complaints to the Director of Admissions or to the Dean of the School or College, depending upon where the application was originally filed.
  - b. This University official shall compare the person's academic qualifications against the official University admissions criteria and review the denial. If the denial is sustained, the applicant may appeal this decision to the official's immediate supervisor or to the appropriate admissions committee.
6. Complaints Involving Admissions (Graduate)—Applicants to the Graduate School may ask for a meeting with the academic department head for a meeting with the academic department head of the program to which the applicant was seeking admission. This official shall explain the reasons for the denial of recommendation for admission. If a satisfactory resolution is not reached, the applicant may then appeal to the Dean of the Graduate School or to the appropriate admissions committee. If the denial is upheld, the applicant may appeal the decision to the appropriate administrative officer.
7. Complaints Involving Admissions to or Treatment in an Educational Program or in the Granting of Assistantships—An undergraduate or graduate student enrolled at the institution who has a discrimination complaint involving admission to or treatment in an educational program or in the granting of assistantships may request a conference with the appropriate department head and with the Dean of the School or College (or the Dean's designee) to discuss the matter informally. If a satisfactory resolution is not reached, the student may present a grievance pursuant to Section 390.010 F.
8. Complaints Involving Nonacademic Matters Related to Campus Living and Student Life—A currently enrolled student who has a University-related complaint concerning discrimination in nonacademic matters including but not limited to assignment of roommates, actions of fraternities and sororities, membership in and/or admissions to clubs/organizations, student health services and financial aid awards may request a conference with the appropriate administrative supervisor, department head and/or director to discuss the matter informally. If a satisfactory resolution is not reached, the student may present a grievance pursuant to Section 390.010D.
9. Complaints Involving Student Employment on Campus—A student enrolled at the University who alleges that discrimination occurred either in applying for work or while working as a student employee at a University job may request a conference with the supervisor, department head or director of the employing unit to discuss the matter informally. If a satisfactory resolution is not reached, the student may present a grievance pursuant to Section 390.010D.
10. Complaints Involving Financial Aid (Undergraduate, Graduate, Professional):
- a. Undergraduate, graduate, and professional student aid applicants shall present complaints to the Director of Student Financial Aid where the application was originally filed or the award originally made.
  - b. This University official shall compare the person's financial and academic qualifications against the official University financial aid criteria and review the award, amount, or denial of the aid. If the original judgment is sustained, the applicant may appeal this decision to the official's immediate supervisor or to the appropriate financial

aid committee.

#### D. INITIATING A GRIEVANCE

1. Policies and Procedures—A student with a grievance will be provided copies of appropriate policies and procedures pertaining to student complaints and grievances, and the Chief Student Personal Administrator or designee and the Officer for Equal Opportunity or for Affirmative Action shall be available to assist the student in understanding the opportunities afforded through such policies and procedures. The student may choose to have an advisor participate in any state of the grievance procedure, subject to the restrictions of the hearing procedures set forth in Section 390.010 F.

a. Joint Grievance—If more than one student is aggrieved by the same action, these students may, by mutual written agreement among themselves, file with the Chief Student Personnel Administrator a grievance and pursue their grievances jointly under this grievance procedure. If the number of students in such a case is so large as to make it impractical for them to be heard individually in a joint proceedings, they may, by mutual agreement, elect one or more of their number to act on behalf of all of them.

b. Regardless of their nature, all discrimination grievances are to be filed with the Chief Student Personnel Administrator. A grievance must have been filed by a student within one-hundred-eighty (180) calendar days of the date of the alleged discriminatory act.

#### D. 2. Filing a Grievance

a. All grievances must be presented in writing and contain the following information:

1. A clear concise statement of the grievance which includes the name of the person(s) against whom the grievance is made, the date(s) of the alleged discrimination and a statement describing the specific supporting evidence;

2. A brief summary of the prior attempts to resolve the matter which includes the names of persons with whom the matter was discussed and the results of those previous discussions;

3. A specific statement of the remedial action or relief sought.

b. Within seven (7) working days, the original grievance form with an explanation will be returned to the student if, in the judgment of the Chief Student Personnel Administrator, the statements are vague or do not meet the above requirement. The student may make the necessary corrections and resubmit the grievance within seven (7) days.

3. Any grievance not filed within the time limits specified in Section 390.010 D.1.b shall be deemed waived by the grievant. The Chief Student Personnel Administrator may extend the time limits only if adequate cause for an extension of the time limits can be shown by the student.

4. For informational purposes, copies of the grievance shall be forwarded to the Appropriate Administrative Officer and the Director of Equal Employment and/or Affirmative Action.

5. Within fifteen (15) working days of receipt of a grievance that satisfies the requirement of Section 390.010 D.1.b, the Appropriate Administrative Officer with the consent of the parties involved may establish an informal hearing with the aggrieved student, the responding faculty/staff/organization, the respondent's supervisor and the Appropriate Administrative Officer's designee. The Appropriate Administrative Officer shall not involve himself/herself in this meeting. If this informal means of resolving the grievance fails, a grievance committee will be impaneled as called for in Section 390.010 E.1.

#### E. FORMATION OF GRIEVANCE COMMITTEE

1. It is the Appropriate Administrative Officer's responsibility to initiate the selection of the grievance committee within fifteen (15) working days after the request for the formation of a grievance committee or after the completion of the informal hearing provided for in Section 390.010 F.5 without satisfaction to the grievant.
2. A grievance hearing panel shall be established by October 1 of each year from which a grievance committee should be constituted. The panel shall consist of ten (10) faculty, ten (10) staff and ten (10) students. Selection of the panel will be made by the Chief Student Personnel Administrator from recommendations by the appropriate faculty, staff and student associations. Selection of membership will consider sex, race, disability, academic rank, student classification and employee classification. Membership of the hearing panel shall be for two years. A member's term shall expire on September 30 of the second year unless he/she is serving at that time on a hearing committee still in the process of reviewing an unresolved grievance. In such case, the member's term shall expire as soon as the committee has submitted a written report of its findings and recommendations to the Appropriate Administrative Officer.
3. A hearing committee shall be composed of five (5) members. The grievant shall select two (2) members from the grievance hearing panel provided by the Chief Student Personnel Administrator. The responding faculty/staff/organization shall select two (2) members from the grievance hearing panel. Both parties should have their selections made within 15 working days of the receipt of the request. The four committee members shall then select an additional member from the grievance hearing panel to serve as chair. Neither members of the immediate departmental unit nor student members of pertinent student organizations involved in the grievance shall be eligible to serve on the committee.
4. Any person selected to a grievance committee will be expected to serve on such committee and to be present at all sessions. If a member is absent from a single session, he/she will be required to review all tapes or transcribed proceedings of that session prior to the next meeting of the committee. Should a member be absent from two sessions or should a member request to be excused from service for reasons of illness, necessary absence from the campus or other hardship, then that member shall be replaced in the same manner used in the original selection (see Section 390.010 E.3). If a member is unable or ineligible to serve for whatever reason, the replacement shall review all tapes or written transcripts and all submitted evidence prior to service on the committee. Five members of the hearing committee, duly selected as in Sections 390.010 E.3 and E.4 must attend the opening and closing session of the hearing.

#### F. HEARING PROCEDURES FOR FORMAL GRIEVANCES

1. It shall be the responsibility of the Appropriate Administrative Officer to coordinate the procedures contained herein, to make provisions for hearing rooms, to coordinate secretarial and recording services and to otherwise serve the grievance committee as needed.
2. At the first organizational meeting of the grievance committee, the committee shall elect a chairperson from among the members to preside over subsequent meetings. Then the chairperson shall schedule a hearing at the earliest convenient time when all affected parties can be present.
3. A quorum consists of a minimum of four members of the committee except as provided by Section 390.010 E.4.
4. The grievance committee shall invite the grievant and the responding person to all hearings. Attendance at the hearings shall be limited to persons who have an official connection with the case as determined by the chairperson. The grievant and the responding person may choose to be accompanied by an advisor. Others whose participation in the hearing is considered essential in order to assist the committee in establishing the facts of the case shall appear before the committee only long enough to give testimony and to answer questions of committee members.
5. It is within the duties and responsibilities of all members of a grievance committee to commit themselves to

observe procedures consistent with fairness to all parties concerned. For example, it is a matter of principle that members of the grievance committee will not discuss a case with anyone outside of the hearing process and that their finding will not be influenced by anything other than the evidence presented to them in meetings in which all affected parties are present.

6. The grievance committee shall set forth the rules of procedure for the hearing within the guidelines set forth herein. The chairperson may, for good cause and with the concurrence of a majority of the entire committee, authorize deviation from the suggested format, in which case the principal parties shall be notified.

a. The grievant shall be heard first in all phases of a grievance hearing and shall be primarily responsible for the presentation of his/her position.

b. The advisor of the grievant or respondent may advise that person and may briefly explain his or her position but shall not be permitted to testify or to cross-examine.

c. A reasonable time limit should be established for opening and closing statements and shall be announced prior to the hearing.

d. Length of hearing sessions may be established in advance; every effort should be made to conduct the hearing as expeditiously as possible, with equal fairness to both parties.

e. The interested parties shall provide the chairperson with the names of the advisor and potential witness at least forty-eight (48) hours prior to the hearing. It is the responsibility of the interested party, working with the chairperson, to ensure the presence of these individuals in a timely manner.

f. After initial witnesses for both parties have been heard, such witnesses may be recalled for additional questioning if requested by either party or the grievance committee. The committee may call new witnesses whose testimony it deems relevant or helpful.

g. In order to promote the truthful, unfettered exchange of information and ideas, all testimony pertaining to the grievance hearing shall be held in confidence.

h. Only evidence relevant to the grievance may be introduced. Questions regarding the admissibility of evidence shall be decided by the chairperson.

7. At any point in the proceedings prior to the time at which the committee reaches its final decision, the grievant may withdraw any portion or all of the grievance with the consent of a majority of the committee members and of the respondent. In all cases of withdrawal at the consent of the committee and of the respondent, the grievant shall not have the privilege of reopening the same grievance at any time in the future. In the event that the student refuses to participate further in the committee hearing, the committee may choose to continue the case or to move to closure with an appropriate closing statement as per Section 390.010 F.9.

8. A confidential tape recording of the grievance hearing shall be made and will be accessible to the parties involved, the committee, the Appropriate Administrative Officer, the Chancellor, the President, members of the Board of Curators and authorized representatives on a need-to-know basis. Either party to the grievance may request that the committee provide a written transcript of testimony. The cost of preparation of such a transcript is to be paid by the party making such request unless Section 390.010 B.4 is applicable. After the report of the grievance committee has been prepared, the tapes and relevant materials will be sealed and filed in the Appropriate Administrative Office. Unless extraordinary circumstances apply, these materials will be destroyed at the end of five years.

9. At the conclusion of the grievance hearing, the members of the grievance committee shall meet in closed session to deliberate upon their findings. A majority vote of the entire committee shall be required on all decisions. The grievance committee shall make a written report on findings and recommendations to the Appropriate

Administrative Officer of the University, with copies to the grievant(s) and the responding person(s). The written report will contain:

- a. A statement of the purpose of the hearing,
- b. Issues considered,
- c. A summary of the testimony and other evidence presented,
- d. Findings of fact as developed at the hearing, and
- e. Recommendations for final disposition of the case.

10. The Appropriate Administrative Officer will make his/her decision. This decision and the actions that have been taken shall be presented to both parties in writing. If the administrative officer does not accept the recommendations of the grievance committee, a written statement of the reasons for so ruling must be given to both parties and to the chairperson of the committee.

11. If requested by the grievant or the responding party, normally within seven (7) calendar days of the notification of the decision, the decision of the Appropriate Administrative Officer may be subject to a review of the records by the Chancellor. Any review and decision by the Chancellor shall be made normally within thirty (30) calendar days. The decision of the Chancellor can be appealed to the President, who shall have thirty (30) calendar days in which to make a decision, which shall be final.

12. Grievances shall receive prompt attention. The hearing and the report of the grievance committee shall normally be completed within sixty (60) calendar days of the formation of the grievance committee, and a final decision shall be made by the Appropriate Administrative Officer normally within ten (10) calendar days thereafter. In any case in which these time schedules should prove to be inadequate, the committee shall present, in writing, an amended time schedule to all parties involved.

**Appendix J****UNIVERSITY OF MISSOURI-KANSAS CITY****SCHOOL OF EDUCATION  
COUNSELING PSYCHOLOGY  
PH.D. FORMS**

Revised Winter 2004

- FORM #1 Faculty Member Agrees to Serve as Advisor
- FORM #2 Counseling Psychology Doctoral Requirements Checklist
- FORM #3 Student Application to Take the Comprehensive Examination
- FORM #4 Report of Results of Examination for Doctoral Students
- FORM #5 Appointment of the Dissertation Supervisory and Final Examining Committee
- FORM #6 Notification of Dissertation Proposal Approval
- FORM #7 Course Waiver Form
- FORM #8 Change of Advisor Document
- FORM #9 Internship Candidacy Declaration Form

UNIVERSITY OF MISSOURI-KANSAS CITY

SCHOOL OF EDUCATION

FACULTY MEMBER AGREES TO SERVE AS ADVISOR

*Please print or type*

\_\_\_\_\_  
(Date)

I hereby agree to serve as advisor for \_\_\_\_\_  
\_\_\_\_\_ who is in good standing in the Counseling Psychology  
Ph.D. Program.

\_\_\_\_\_  
(Advisor)

Send to:1) Student Services Office, Room 245 Education  
Program 2) Director of Training, Counseling Psychology

**School of Education, Counseling Psychology Ph.D. Form #1**

UNIVERSITY OF MISSOURI-KANSAS CITY  
SCHOOL OF EDUCATION

COUNSELING PSYCHOLOGY DOCTORAL REQUIREMENTS CHECKLIST

*Please print or type*

(STUDENT NAME) \_\_\_\_\_

(DATE) \_\_\_\_\_

Year of Entry: \_\_\_\_\_

**1. Education Foundation Courses**

____EDUL 526 or EDUL 528 or EDUL525	Sociological/Philosophical/Cultural Foundations of Education
____EDRP 589CU	College Teaching
____EDRP 589CP	Practicum in College Teaching
____EDRP 513	Life-Span Development

**2. Psychology Core**

____PSYCH 512	Contemporary Issues in Social Psychology
____PSYCH 515	Advanced Systems and History of Psychology
____PSYCH 518	Advanced Biopsychology
____PSYCH 505 or PSYCH 507	Cognitive/Affective Bases of Behavior (Motivation or Cognitive Psychology)
____PSYCH 533 or CPCE 503	Psychopathology

**3. CPCE Core**

____CPCE 600	Introduction to Counseling Psychology
____ CPCE 505	Career Development I
____ CPCE 515	Assessment Methods in Professional Counseling

____ CPCE 530	Methods in Counseling
____ CPCE 531	Counseling Practicum I
____ CPCE 532	Counseling Practicum II
____ CPCE 540	Theories and Methods of Group Counseling
____ CPCE 551	Counseling in a Pluralistic Society
____ Psych 580	Cognitive/Intellectual Assessment
____ CPCE 589CA	Practicum in Child & Adolescent Assessment
____ CPCE 610/Psych 622	Theoretical and Ethical Issues in Professional Psychology
____ CPCE 605	Career Development II
____ CPCE 620	Advanced Theories and Methods of Counseling
____ CPCE 631*	Advanced Counseling Practicum
____ CPCE 639*	Continuing Advanced Counseling Practicum
____ CPCE 640 (2)	Counseling Supervision
____ CPCE 641 (1)	Supervision Practicum
____ CPCE 650	Seminar in Current Issues in Counseling Psychology
____ CPCE 675 (3 hours minimum)	Internship

#### 4. Statistics/Research

____ EDRP 605	Quantitative Analysis I: Regression and Analysis of Variance
____ EDRP 606	Quantitative Analysis II: Advanced Topics in Regression and Multivariate Data Analysis.
____ EDRP 608	Introduction to Grad Research
____ EDRP 610	Experimental Methods in Design and Analysis I
____ PSYCH 538	Development and Evaluation of Assessment Tools
____ CPCE 615	Survey of Research in Counseling Psych
____ CPCE 690 or PSYCH 590 (3 hrs min.)	Directed Research (Predissertation Project)
____ CPCE 699 or PSYCH 699 (9 hrs. min.)	Dissertation



waiver forms.	<hr/> <hr/> <hr/> <hr/>
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\_\_\_\_\_  
(Student's Signature) (Social Security Number)

\_\_\_\_\_  
(Street Address) (City, State, Zip Code)

(\_\_\_\_\_) \_\_\_\_\_  
(Phone No.) (Faculty Advisor's Signature)

Send to: Student Services Office, Room 245 Education  
cc: Director of Training, Counseling Psychology Program

**School of Education Counseling Psychology Ph.D. Form #3 (page 2)**

UNIVERSITY OF MISSOURI-KANSAS CITY  
SCHOOL OF GRADUATE STUDIES

REPORT OF RESULTS OF EXAMINATION FOR DOCTORAL STUDENTS

*Please print or type*

\_\_\_\_\_ Comprehensive Examination

\_\_\_\_\_ Final Dissertation Examination

This is to certify that \_\_\_\_\_ on \_\_\_\_\_  
(Name of student-print) (Date)

passed/failed the above checked Examination for the: (Circle One)  
Ph.D. in Counseling Psychology.

Comments:

Evaluation\*

Signatures (Examining Committee)

_____	_____ (Member)
_____	_____ (Member)
_____	_____ (Member)
_____	_____ (Member)
_____	_____ (Chair)

If Final Dissertation Examination, furnish title of dissertation below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CC: Director of Training, Counseling Psychology Program  
Student Services Office

\*Superior, good, fair, inferior (failed)

The Chair or the Examining Committee is to mail the original copy of this report to the Graduate Records Office, 5115 Oak, as soon as the examination has been completed.

**School of Education Counseling Psychology Ph.D. Form #4**  
UNIVERSITY OF MISSOURI-KANSAS CITY  
SCHOOL OF EDUCATION

APPOINTMENT OF DISSERTATION SUPERVISORY COMMITTEE

*Please print or type*

\_\_\_\_\_ Date

TO: Dean, School of Education

FROM: Chair, Dissertation Committee

I hereby request the appointment of the Dissertation Supervisory Committee

for \_\_\_\_\_ as follows:

Student Name and Student Identification Number

Supervisory Committee

\_\_\_\_\_ Chair\*\*

\_\_\_\_\_

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Additional member(s): (if required)

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\*NOTE: There must be a minimum of five graduate faculty members.  
\*\*Chair must be doctoral faculty member, and a member of the Counseling Psychology Program faculty. Three members must be Counseling Psychology faculty (inclusive of chair).

\_\_\_\_\_  
(Chair, Dissertation Committee)

Send to: Education Student Services Office  
cc: UMKC Records Office  
Director of Training, Counseling Psychology Program

**School of Education Counseling Psychology Ph.D. Form #5**  
UNIVERSITY OF MISSOURI-KANSAS CITY  
SCHOOL OF EDUCATION

NOTIFICATION OF DISSERTATION PROPOSAL APPROVAL

*Please print or type*

\_\_\_\_\_  
Date

TO: Dean, School of Education

FROM: Chair, Dissertation Committee

The undersigned have examined a dissertation proposal entitled:

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Presented by \_\_\_\_\_, a  
candidate for the \_\_\_\_\_ Student Name and Student ID#

degree of Doctor of Philosophy in Counseling Psychology.

we hereby certify that in our opinion this proposal is worthy of acceptance.

\_\_\_\_\_  
Chair  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_ The above signatures represent a unanimous approval of the Dissertation Supervisory Committee of this proposal as required by School of Education policy.

Send to: Student Services Office, Room 245 Education  
cc: Director of Training, Counseling Psychology Program

**School of Education Counseling Psychology Ph.D. Form #6**

**Course Waiver**

To: \_\_\_\_\_ (Advisor's Name)

From: \_\_\_\_\_ (Professor of Waived Course)

Re: Equivalent Coursework

Date: \_\_\_\_\_

Please be advised that after reviewing relevant documentation, I have approved a course waiver for the following student:

\_\_\_\_\_, who is in the \_\_\_\_\_ program in  
(Student name and number) (degree)

\_\_\_\_\_  
(major)

UMKC Course Waived: \_\_\_\_\_  
Course number and name

Course Equivalent: \_\_\_\_\_  
Course number and name

Completed at: \_\_\_\_\_  
University

Professor's Signature: \_\_\_\_\_

Cc: Counseling Psychology Program  
Student Services, School of Education

**School of Education Counseling Psychology Ph.D. Form #7**

**Change of Advisor Document**  
Counseling Psychology Ph.D. Program, UMKC

I, (print your name: \_\_\_\_\_ and student number:  
\_\_\_\_\_), am requesting to change my academic advisor  
of my doctoral study from  
Dr. \_\_\_\_\_ to Dr. \_\_\_\_\_ effective  
on \_\_\_\_\_ (month/date/year) due to the following reason(s):

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



Pre-doctoral research project completed  
 Coursework completed  
 Comprehensive examination passed  
 Dissertation proposal approved  
 (for 2004 and later, must be approved prior to the Match Day)  
 Have discussed internship readiness with my  
 advisor

\_\_\_\_\_  
*Advisor's Signature*

**\*\*\*\*\* If any of the above items are not checked, please explain below:**

Current practicum hours total \_\_\_\_\_

Expected hours total by end of next winter semester \_\_\_\_\_

Projected type of placement:

University Counseling Center     Medical Center  
 V.A. Hospital     Consortium  
 Community Mental Health     Other (describe)

**School of Education Counseling Psychology Ph.D. Form #9**