



Counselor Education and Supervision Student Handbook

**Rueckert-Hartman College for Health Professions Division
of Counseling and Family Therapy Student Handbook**

Doctor of Philosophy: Counselor Education and Supervision

60 Credit Hour Degree

Updated July 2025

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The Program

Accreditation

As of the 2025–2026 academic year, the PhD in Counselor Education and Supervision program at Regis University is *aligned with the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)*. While the program is not yet CACREP accredited, it has been intentionally designed to meet CACREP requirements.

Program Learning Outcomes

- Students will be equipped to engage in their institutions, agencies, and community as leaders and agents of social justice, standing with the marginalized in their communities.
- Students will become effective clinical supervisors who used best practices in supervision to lead counselors-in-training .
- Students will become field leaders who can successfully deliver effective counseling services utilizing best practices and current technological trends to deliver services.
- Students will become effective counselor educators utilizing best practices and current technological trends to deliver services.
- Students will become equipped educators enacting care for the whole person of each student in their learning community, engaging others with cultural humility and a passion for developing the calling in each of their students.
- Students will be able to assess and discern action centered at the frontiers of faith, reason, and culture for ethical and effective leadership, education, and practice with a focus of serving the greater good in their communities.

Admissions

Admissions information can be found within the PhD in Counselor Education and Supervision Academic Catalog at <https://catalog.regis.edu/rueckert-hartman-college-health-professions/school-of-mental-and-behavioral-health/phd-counselor-education-and-supervision/>

Advising

Students in the CES PhD program will work with an approved advisor who is a counselor education program core faculty member to develop and complete a program of study. During the first year of their Doctoral studies, students will be paired with the CES Program Director for advising. Once students have chosen their dissertation committee, their dissertation chair will then become their academic advisor.

Faculty and Student Advising Expectations

Effective advising is a cornerstone of success in the Counselor Education and Supervision (CES) PhD program. Both faculty and students are responsible for maintaining a collaborative, supportive, and productive advising relationship. The following expectations are designed to clarify the roles and responsibilities of both faculty advisors and students to ensure an environment conducive to academic, professional, and personal growth.

Faculty Advisor Responsibilities:

Faculty advisors serve as mentors, guides, and academic resources for PhD students throughout their program. Faculty members are expected to:

- 1. Provide Academic and Professional Guidance:**

- a. Assist students in navigating the course curriculum and meeting academic requirements, including timely completion of coursework and comprehensive exams.
- b. Guide students in the development of their academic and professional identity, including specialization areas, research interests, and career goals.
- c. Support students in identifying and addressing areas for improvement in both academic performance and professional development.

- 2. Support Academic and Professional Development:**

- a. Offer guidance on building a strong academic portfolio, including advising on presentations, publications, and professional networking opportunities.
- b. Promote engagement in scholarly activities, such as conference participation and collaboration with faculty or peers on research projects.

- 3. Encourage Self-Care and Wellness:**

- a. Be attentive to the well-being of students, recognizing the stress and demands of a doctoral program.
- b. Promote a balanced approach to academic rigor and self-care, advising students on strategies for managing stress and maintaining mental health.

- 4. Foster a Safe and Inclusive Environment:**

- a. Create an advising relationship that values diversity, inclusion, and respect for all students.
- b. Support students in exploring their cultural, personal, and professional identities and in developing the skills to work with diverse populations.

- 5. Offer Clear Communication and Feedback:**

- a. Be accessible for regular advising meetings (in-person or virtual) and respond to student inquiries in a timely manner.
 - b. Provide constructive, honest, and clear feedback on academic work, research, and professional development.
- 6. Adhere to Ethical and Legal Standards:**
- a. Model ethical conduct and decision-making, adhering to the ACA Code of Ethics, CACREP standards, and university policies.
 - b. Maintain confidentiality in advising and mentorship relationships, except when legal or ethical obligations require disclosure.

Dissertation Chair Responsibilities:

Dissertation-related work will be primarily handled by the student's dissertation chair, who will guide students through the dissertation process. The dissertation chair is expected to:

- 1. Provide Guidance on Dissertation Research:**
 - a. Assist in identifying dissertation topics, formulating research questions, and developing a research plan that aligns with the student's interests and academic goals.
 - b. Offer mentorship throughout the dissertation process, including proposal development, data collection, analysis, and final defense.
 - c. Provide timely feedback on dissertation drafts, ensuring that students are making steady progress toward completion.
- 2. Facilitate Dissertation Progress:**
 - a. Work closely with the student to establish a timeline for dissertation milestones and ensure that deadlines are met.
 - b. Support students in navigating challenges related to the research process and provide advice on overcoming obstacles.
- 3. Ensure Research Quality and Ethical Standards:**
 - a. Guide students in maintaining high standards of research quality, rigor, and ethical conduct, adhering to both academic and professional ethical guidelines.
- 4. Provide Academic Advising**
 - a. Upon selecting their dissertation committee, students will be paired with their dissertation chair as their academic advisor.

Student Responsibilities:

PhD students in the CES program are expected to take an active role in their academic and professional development. Students are responsible for:

- 1. Proactive Engagement in Advising:**
 - a. Take responsibility for scheduling and attending regular meetings with their faculty advisor.
 - b. Come prepared to meetings with questions, updates on progress, and clear goals for discussion.

- c. Seek out and incorporate feedback on coursework, research, and professional development.
- 2. Maintain Professionalism and Accountability:**
 - a. Adhere to program deadlines, policies, and requirements, including submission of comprehensive exams and coursework.
 - b. Take responsibility for their academic performance and seek support or clarification from faculty advisors when needed.
 - c. Demonstrate professional and ethical behavior, following the ACA Code of Ethics and other relevant guidelines.
- 3. Engage Actively in Dissertation Work:**
 - a. Collaborate with the dissertation chair to identify a research topic, develop a proposal, and follow the established timeline for dissertation completion.
 - b. Actively seek feedback from the dissertation chair and other committee members, addressing their recommendations in a timely manner.
- 4. Practice Self-Care and Wellness:**
 - a. Prioritize self-care and maintain a healthy work-life balance throughout the duration of the program.
 - b. Seek help from faculty or university resources if experiencing academic or personal challenges.
- 5. Contribute to a Positive and Inclusive Program Environment:**
 - a. Respect the diversity of faculty, peers, and clients, and engage in dialogue that fosters a culture of inclusivity and respect.
 - b. Participate in program activities, seminars, and other professional development opportunities that promote learning and community-building.
- 6. Follow Ethical and Legal Standards:**
 - a. Adhere to all ethical, legal, and professional standards as set by the ACA, CACREP, and the university.
 - b. Maintain the confidentiality of the advisor-student relationship and share information appropriately.

Communication Expectations:

Effective communication is essential for a successful advising relationship. Both faculty advisors and students are expected to:

- Maintain open, honest, and respectful communication.
- Respond to emails and other forms of communication within a reasonable timeframe (typically within 48 hours).
- Notify each other in advance of any anticipated delays or scheduling conflicts.
- Discuss and clarify any concerns about program requirements, academic performance, or professional development in a timely manner.
- Resolve conflicts directly by addressing concerns and needs, and where others may be involved, encourage direct communication between those experiencing the conflict

Dispute Resolution:

Policy for Student Complaints about Faculty

If students have complaints regarding a SMBH faculty member or a course they should follow the following policy to address their concerns:

1. Email the faculty member outlining student concerns and request to set up an in-person meeting with the faculty member to discuss these concerns. This email contact must be initiated by the student within 30 days of the incident.
2. The student can request that another faculty member be present at this meeting.
3. If the concern is not alleviated after the in-person meeting, the student should send a detailed email to the Doctoral Program Director (or SMBH Dean, if the complaint is against the Doctoral Program Director). This email should include:
 - a. all correspondence with the faculty member that pertains to this concern
 - b. the student's account of his or her concerns regarding the faculty member
 - c. the student's account of the face-to-face meeting,
 - d. and what continues to concern the student. This email must be submitted to the Doctoral Program Director (or SMBH Dean) within 10 days of the in-person meeting.
4. At that point, the Doctoral Program Director (or SMBH Dean) determines the course of action. The Doctoral Program Director (or SMBH Dean) will communicate this decision via email to the student within 14 days.

Student Professional Development Plan (PDP)

As part of the Regis University PhD in Counselor Education and Supervision program, all students are required to complete a Professional Development Plan (PDP) to support intentional planning and reflection across the key roles of counselor educators. This plan is a developmental tool designed to foster personal insight, professional identity formation, and goal alignment with CACREP doctoral competencies.

The PDP is initiated during the second semester of the first year in collaboration with the student's faculty advisor and is formally updated and submitted (via email to your advisor) in the spring of the second year. Students are encouraged to revisit and revise their plan as needed throughout the program.

Purpose of the PDP

The PDP supports students in:

- Clarifying and documenting their professional goals.
- Mapping out their **internship experiences** and timelines.
- Exploring and articulating their **dissertation direction** and format (traditional dissertation or two-manuscript option).

- Reflecting on identity development across the domains of teaching, supervision, research, leadership/advocacy, and counseling practice.
- Aligning their plan with CACREP standards and program expectations.

PDP Components

The PDP includes the following required elements:

1. Internship Plan

- Identify the internship domains you plan to complete (e.g., teaching, supervision, leadership, research, counseling).
- Specify which semesters you plan to complete each domain.
- List any known or potential internship sites or supervisors.

2. Dissertation Plan

- Identify a general area or topic of research interest.
- Indicate whether you intend to pursue a **traditional dissertation** or a **two-manuscript capstone portfolio**.
- Reflect on how your topic connects to your long-term goals as a counselor educator.

3. Professional Goals Across CES Domains

- Set goals in the five CACREP doctoral areas: counseling, supervision, teaching, research/scholarship, and leadership/advocacy.
- Reflect on current strengths and areas for development.
- Consider personal wellness, cultural identity, and the integration of lived experience into professional identity.

CACREP Competencies Addressed

The PDP supports development in the following 2024 CACREP Doctoral Standards:

- **B.1.d** – Strategies for ongoing self-assessment, reflective practice, and evaluation of counseling effectiveness.
- **B.1.e** – Strategies for developing and maintaining a counselor identity and contributing to the counseling profession.
- **B.1.j** – Integration of ethical, legal, multicultural, and professional identity development in professional roles.
- **B.3.m** – The role of mentoring in counselor education.
- **B.4.k–m** – Development of a research agenda and contributions to the counseling knowledge base.
- **B.5.a–c** – Theories, models, and application of leadership and professional engagement.

Submission & Advising Use

- The initial PDP is completed during the Spring Semester, Year 1, in consultation with the student's advisor.
- Students will submit an updated version in the Spring Semester, Year 2, prior to internship and comprehensive exams.
- Advisors will use the PDP to guide mentorship, internship planning, and dissertation committee preparation.

The PDP is formative and meant to evolve. Students are encouraged to treat the PDP as a reflective tool to clarify their path, advocate for their needs, and remain grounded in their values and vision as emerging counselor educators.

Academic Probation

The policies of the SMBH differ from the RHCHP Masters policies, and this policy applies to all students attending in the CES degree program. Students will follow the guidelines of the Academic Suspension and Dismissal: Doctor of Nursing Practice, DNP to PhD, and Doctor of Philosophy in Counselor Education and Supervision Students at <https://catalog.regis.edu/rueckert-hartman-college-health-professions/general-information/>.

Students must have a minimum cumulative GPA of 3.000 to graduate. If a GPA falls below 3.000 in the program, the student will be notified and placed on academic probation. Students placed on academic probation have one term to raise their GPA to 3.000. Any student who believes they have exceptional reason to request an extension to the one term rule must seek approval through the department chair (see the decision and appeals process below). Students who receive a No Pass/Fail in clinical courses will be either placed on probation or may be suspended (see below) and must also repeat the course. Students will be notified of probationary status by the department chair and must complete and submit an *Academic Success Plan* for review and signature by their academic advisor prior to the stated deadline or face suspension.

Academic Suspension, Dismissal, Review, Decisions, and Appeals Processes

Information about Academic Suspension, Dismissal, Review, Decisions, and Appeals Processes can be found within the PhD in Counselor Education and Supervision Academic Catalog: <https://catalog.regis.edu/rueckert-hartman-college-health-professions/school-of-mental-and-behavioral-health/phd-counselor-education-and-supervision/>

Cross Registration

Information about Cross Registration can be found within the PhD in Counselor Education and Supervision Academic Catalog: <https://catalog.regis.edu/rueckert-hartman-college-health-professions/school-of-mental-and-behavioral-health/phd-counselor-education-and-supervision/>

CES Student Competencies and Remediation

Information about Student Competencies and Remediation be found within the PhD in Counselor Education and Supervision Academic Catalog: <https://catalog.regis.edu/rueckert-hartman-college-health-professions/school-of-mental-and-behavioral-health/phd-counselor-education-and-supervision/>

Professional Dispositions Policy for Doctoral Students in Counselor Education and Supervision

As future counselor educators, supervisors, researchers, and advocates, doctoral students in the Counselor Education and Supervision (CES) program are expected to demonstrate professional dispositions that reflect the values of the counseling profession and the mission of Regis University. Across all CES roles, these dispositions are essential for ethical, effective, and socially just practice.

Core Dispositions in CES

Doctoral students are expected to embody and model the following dispositions:

- **Ability to Receive and Integrate Feedback**
Accepts feedback appropriately; applies suggestions with reasonable consistency; open to learning.
- **Self-Awareness of One's Own Impact on Others**
Recognizes clear signs of distress; adjusts behavior appropriately.
- **Acceptance of Social and Cultural Diversity**
Consistently respects diversity; uses culturally responsive practices when prompted.
- **Professional Attitudes and Behaviors Consistent with the ACA Code of Ethics**
Demonstrates a sound understanding of ethical practice; professional behavior is reliable.
- **Engagement and Growth: Lifelong learning, Attendance, Preparation, and Participation**
Regular attendance; generally prepared; participates appropriately; steady engagement in learning.

Assessment of Dispositions

Professional dispositions are evaluated throughout the doctoral program using the following mechanisms:

- Faculty observations in classes, advising, and supervision contexts

- Student Performance Evaluations (SPE)
- Internship site evaluations
- Comprehensive exam committee feedback
- Dissertation/Capstone mentoring and committee interactions

Students may also be evaluated informally through their engagement with peers, program culture, and professional communities.

Remediation and Support

If concerns regarding a student's dispositions arise, faculty may initiate a review and refer the student to the Remediation and Support Committee. A formal remediation plan may be created to support the student's growth in the identified area(s). If the student does not meet the expectations outlined in the plan, or if patterns of problematic behavior continue, additional actions may include probation, suspension, or dismissal from the program (see Academic Review and Appeals Process).

Student Responsibility

Doctoral students are responsible for regular reflection on their professional disposition development and seeking feedback from advisors, instructors, and peers. Students are encouraged to proactively request support when challenges arise, and to approach feedback as a vital tool for growth as an educator, supervisor, and leader.

Comprehensive Exams

Overview of Comprehensive Exams

Students become eligible to take written comprehensive exams after completing all seminar and research courses (these may be taken concurrently). Written comprehensive exams are offered once per academic year, typically toward the end of the spring semester. After successfully completing the written comprehensive exams, students may proceed to the oral comprehensive exams, which take place early in the following semester. Passing both the written and oral comprehensive exams is required to advance into dissertation courses. Students who do not pass either the written or oral comprehensive exams, and choose to continue in the program, must retake the exam the following year.

Format of Written Comprehensive Exams

The written comprehensive exams consist of four essays covering key areas in Counselor Education and Supervision:

1. Supervision

2. Teaching
3. Leadership and Advocacy
4. Research

The essays are completed over two days, with students writing two essays per day. Each essay is allotted three hours, with a one-hour break between sessions. Essay prompts, developed annually by CES faculty course leads, will differ each year. Students are expected to format their essays in APA style and properly cite their sources. Exams are conducted virtually and proctored by CES faculty. Students are permitted to use one printed list of APA-cited references per essay to assist with citations. This reference list must be emailed to the faculty proctor before the exam and shown to the proctor to ensure no additional information is included.

Format of Oral Comprehensive Exams

The oral comprehensive exam is a two-hour virtual session scheduled by the student in collaboration with their Dissertation/Capstone Portfolio committee. The purpose of the oral exam is to provide the committee an opportunity to ask follow-up questions about the written comprehensive exam essays. This process ensures that any knowledge gaps or areas for improvement identified during the written exam have been addressed.

Grading/Passing of Comprehensive Exams

Each essay is reviewed by two CES faculty members, who independently determine whether it is a pass or fail. If the two reviewers disagree (one faculty member deems the response as passing and the other deems the response as failing), a third faculty member will review the essay to make the final determination of pass/fail. Students must pass at least three of the four essays to advance to the oral comprehensive exam. Students who pass two or fewer essays must retake the written exams the following year if they choose to remain in the program. Students cannot begin dissertation courses until they successfully complete both the written and oral comprehensive exams. The oral comprehensive exam outcome—pass or fail—is determined through deliberation by the student's Dissertation/Capstone Portfolio committee.

Comprehensive exam forms can be found at <https://one.regis.edu/academics/rhchp/phd-program-forms>

Dissertation/Portfolio

Doctoral Dissertation/Capstone Portfolio Overview

Students have two pathways for their final dissertation/capstone project:

1. **Traditional Dissertation:** A comprehensive research project following the standard dissertation format, including five chapters: introduction, literature review, methodology, results, discussion/implications and conclusion

2. **Capstone Portfolio:** Two publishable papers, including:

- A publishable comprehensive literature review or conceptual paper on the student's research topic.
- A publishable manuscript based on independent research conducted during the Doctoral program.

Students are strongly encouraged to identify their research topic by the end of their second semester. Before students sit for their written comprehensive exams, an approved dissertation/capstone portfolio committee must be in place. For both pathways, students are encouraged to draft the literature review and research methodology in corresponding courses to receive feedback from instructors and refine their work.

Students must be enrolled in at least 1 Dissertation/Capstone credit during the semester they propose, as well as in the semester they defend their dissertation/capstone.

Dissertation/Capstone Portfolio Committee

The Dissertation/Capstone Portfolio Committee consists of three members:

- **Chair:** A Counselor Education and Supervision faculty member.
- **Second Member:** A faculty member from Marriage and Family Therapy, Masters in Counseling, or Counselor Education and Supervision
- **Third Member:** A faculty member from outside the School of Behavioral and Mental Health (SMBH). This may include Regis faculty as well as faculty from another Doctoral-granting institution.

Dissertation/Capstone Portfolio Committee Meetings

1. **Dissertation/Capstone Portfolio Proposal**

- Students must be enrolled in at least 1 credit of Dissertation/Capstone Portfolio
 - The required 12 credit hours of Dissertation/Capstone Portfolio that must be completed are taken as four separate three credit courses (students may enroll in more than one Dissertation/Capstone Portfolio course within one semester)
 - If students need more time to complete their Dissertation/Capstone Portfolio and have completed all 12 required credits, they can enroll in additional 1 credit Dissertation/Capstone Portfolio continuation course.
- This meeting reviews the student's proposed work:

- For a traditional dissertation: Chapters 1–3 (Introduction, Literature Review, Methodology), a completed IRB application, references, and research instruments or interview protocols.
- For the capstone portfolio: A completed conceptual manuscript (or comprehensive literature review), a draft of the research manuscript methodology, a completed IRB application, references, and research instruments or interview protocols.
- Outcomes of the proposal meeting:
 1. **Approved (Pass):** The proposal is accepted with minimal or no revisions. The student may move forward with IRB submission and data collection only after the Chair confirms all required edits are complete and submits the Dissertation/Publication Proposal Completion Form indicating a passing outcome.
 2. **Tentatively Approved (Pending Dissertation Chair Approval):** The proposal requires substantial revisions. The committee may either:
 1. Permit the student to revise under the Dissertation Chair’s supervision without reconvening, or
 2. Require a follow-up meeting to review changes.

In both cases, the student must not proceed with IRB submission or data collection until the Dissertation Chair has approved all required revisions and submitted the Dissertation/Publication Proposal Completion Form to officially record a passing outcome.
 3. **Not Approved (Re-Presentation Required):** The proposal is not approved due to major concerns. The student must substantially revise the document and re-present to the full committee. The proposal will not be considered passed until a new proposal meeting results in an “Approved” or “Tentatively Approved” outcome and all required revisions are completed and approved by the Dissertation Chair, with the Completion Form submitted.
- A proposal is not considered officially approved (passed) until the Dissertation Chair has reviewed and accepted all required edits and submitted the Dissertation/Publication Proposal Completion Form. This form is the formal documentation of a successful proposal and is required before the student may proceed to IRB submission and data collection. Students must complete CITI training before submitting their IRB application.

2. Dissertation Defense/Capstone Portfolio Defense

- This meeting involves an oral presentation of the research project and review of the written capstone.

- Students must be enrolled in at least one credit of Dissertation/Capstone Portfolio
- Final committee decisions may include:
 1. **Pass:** The dissertation is fully approved. No further revisions are required.
 2. **Pass with Minor Revisions:** The dissertation is generally approved but requires small editorial or formatting changes.
 1. The student must complete all required revisions to the Dissertation Chair's satisfaction before the Dissertation Chair submits the Dissertation/Publication Defense Completion Form to confirm the passing outcome.
 3. **Pass with Major Revisions:** The committee approves the defense but requires substantial changes to the written work (e.g., structural or conceptual edits).
 1. The student may not proceed to final submission until revisions are completed and reviewed by the Dissertation Chair—or in some cases, the full committee. The Defense Completion Form will not be submitted until the Dissertation Chair confirms that revisions are complete.
 4. **Qualified Pass (Re-Presentation Required):** The dissertation and/or defense fall short of expectations. The student must complete significant revisions and re-defend before the committee.
 1. The Defense Completion Form will not be submitted until a subsequent defense results in a "Pass" or "Pass with Revisions" outcome and required changes are approved.
 5. **Fail:** The dissertation does not meet doctoral standards and is not approved. The student may be required to restart the dissertation process or discontinue the program.
- A dissertation defense is not official considered a pass until all required revisions have been completed to the satisfaction of the Dissertation Chair and the Dissertation/Publication Defense Completion form has been submitted.

Dissertation/Capstone Portfolio Procedures

- Students must have their Dissertation Committee Form completed and signed prior to sitting for comprehensive exams.
- Students must submit their Application for Proposal prior to officially scheduling their Dissertation/Capstone Portfolio proposal.
- A Proposal Completion form must be on file following the successful completion of Dissertation/Capstone Portfolio proposal.
- Students must submit their Application for Defense prior to officially scheduling their Dissertation/Capstone Portfolio defense.

- A Dissertation Completion Form must be on file following the successful completion of Dissertation/Capstone Portfolio proposal.

Dissertation forms can be found at <https://one.regis.edu/academics/rhchp/phd-program-forms>

CES Degree Requirements

Each CES Student:

- Must complete the appropriate degree requirements as specified in the Catalog.
- Must maintain a cumulative grade point average of 3.000 or better in courses required for the degree. In addition, a student who receives a grade of “B-” or less in two courses will be subject to academic review and may be suspended or dismissed from the program. No grades in courses less than a “B-” will be counted toward degree requirements (e.g., “C+” or less). In courses that are graded with “P” (Pass) or “N” (No Pass), only grades of “P” will count towards graduation of master’s degree requirements.
- CES students must also maintain acceptable ratings on the CES Student Performance Evaluation (SPE) throughout the program. Students who are rated below minimum program requirements on the SPE or PPE may be subject to a remediation plan to address professional competency deficiencies. In cases of academic non-compliance for grades or referral to remediation, probation, suspension, and dismissal from the CES program may be determined.
- Is expected to attend CES program orientations and seminars. Attendance standards are established by the CES program faculty.
- Is expected to share in the responsibilities of their own learning in partnership with faculty advisors and instructors.

PhD in Counselor Education and Supervision

The Doctor of Philosophy in Counselor Education and Supervision degree is a CACREP aligned program designed to prepare students for work as researchers, educators, counselors, supervisors, leaders, and advocates within the field of counselor education and supervision.

Degree Requirements

CES Degree Requirements

CES 800 Orientation to Counselor Education and Supervision 3 credits

CES 801 Doctoral Seminar: Pedagogy 3 credits

CES 802 Doctoral Seminar: Clinical Supervision 3 credits

CES 803 Doctoral Seminar: Multiculturally Oriented and Ethical Practice in CES 3 credits

CES 804 Doctoral Seminar: Leadership and Advocacy 3 credits

CES 805 Doctoral Seminar: Program Evaluation and Grant Writing 3 credits

CES 806 Counseling Clinic 3 credits

CES 807 Research, Theory, Design, and Methods 3 credits
 CES 808 Advanced Quantitative Reasoning 3 credits
 CES 809 Advanced Qualitative Reasoning 3 credits
 CES 810 A, B, C, D, E, F Doctoral Internship in CES 3 credits (enrolled 3 times, totaling 9 credits, may take additional in place of electives)
 CES 811 A, B, C, D Dissertation/Capstone Portfolio 3 credits (enrolled 4 times, totaling 12 credits)
 CES 811 E Dissertation/Capstone Portfolio 1 credit (if dissertation continuation is needed beyond required 12 credits)
 CES elective 3 credits
 CES elective 3 credits
 CES elective 3 credits

Elective Options:

CES 810 Doctoral Internship in CES 3 credits (must complete original 9 credits prior)
 CES 812 Introduction to Play Therapy 3 credits
 CES 813 Advanced Play Therapy 3 credits
 CES 814 Spirituality and Counseling 3 credits
 CES 815: Advanced Mixed Methods
 CES 816: Gender and Sexuality
 CES 817: Couple Therapy

Total SHs 60

Students must pass their written and oral comprehensive exams prior to enrolling in dissertation credits. Students must successfully pass their dissertation proposal prior to collecting data for their dissertation. Students must successfully pass their dissertation defense in order to successfully complete the program.

Course Progression and Milestone Overview

Semester	Courses & Activities	Benchmarks & Milestones
Fall – Year 1 (Semester 1)	- CES 800: Orientation to CES - CES 801: Pedagogy - CES 802: Clinical Supervision	- Attend New Student Orientation - Establish advising relationship - Begin professional identity documents (e.g., supervision philosophy draft)
Spring – Year 1 (Semester 2)	- CES 803: Multiculturally Oriented and Ethical Practice - CES 806: Counseling Clinic - CES 804: Leadership and Advocacy	- Submit Professional Development Plan to advisor - Continue Student Performance Evaluation (SPE) reviews

		- Begin conversations with potential committee members
Summer – Year 1 (Semester 3)	<ul style="list-style-type: none"> - CES 805: Program Evaluation and Grant Writing - CES 807: Research, Theory, Design, and Methods - CES 810: Internship I 	<ul style="list-style-type: none"> - Identify research interests and potential dissertation/capstone topics - Draft updated CV and research statement - Begin work on dissertation literature review
Fall – Year 2 (Semester 4)	<ul style="list-style-type: none"> - CES 808: Advanced Quantitative Reasoning - CES 810: Internship II - CES Elective I 	<ul style="list-style-type: none"> - Prepare for written comprehensive exams
Spring – Year 2 (Semester 5)	<ul style="list-style-type: none"> - CES 809: Advanced Qualitative Reasoning - CES 810: Internship III 	<ul style="list-style-type: none"> - Submit updated PDP to advisor - Finalize committee and submit Committee Approval Form - Complete Written Comprehensive Exams
Summer – Year 2 (Semester 6)	<ul style="list-style-type: none"> - CES Elective II - CES Elective III 	<ul style="list-style-type: none"> - Complete Oral Comprehensive Exams - Must pass both written and oral exams to proceed to dissertation/capstone stage
Fall – Year 3 (Semester 7)	<ul style="list-style-type: none"> - CES 811: Dissertation/Capstone Portfolio I - CES 811: Dissertation/Capstone Portfolio II 	<ul style="list-style-type: none"> - Finalize Dissertation Proposal (Ch. 1–3) or Capstone Manuscripts - Prepare and submit IRB - Schedule Proposal Meeting

Spring – Year 3 (Semester 8)	- CES 811: Dissertation/Capstone Portfolio III - CES 811: Dissertation/Capstone Portfolio IV	- Begin data collection and analysis - Complete writing and prepare final draft - Schedule and complete final defense - Submit final documents and graduation forms
Additional Terms (as needed)	- CES 811: 1-credit Continuation (if necessary)	- Maintain progress with committee - Enroll every semester until defense is complete

Transfer Credit Policy

The PhD program in Counselor Education and Supervision (CES) at Regis University recognizes that doctoral-level learning may occur across institutions. Students who have completed doctoral level coursework at other regionally accredited universities may be eligible to transfer a limited number of credits into the CES program, pending formal review.

Eligibility Criteria for Transfer Credits:

- A maximum of 12 semester credits (20% of total program credits) may be transferred.
- A maximum of 6 credits per semester may be transferred (must be enrolled in at least one course per semester).
- Courses must have been completed at a regionally accredited institution within the past six years.
- Courses must have been completed with a grade of “B” or higher.
- Courses must be equivalent in scope, content, and academic rigor to a required course in the Regis CES PhD curriculum.
- Coursework must be doctoral-level from a non-completed degree

Review Process:

1. Students must submit a formal request via email for transfer credit to the Program Director upon matriculation or within their first semester of enrollment.
2. Requests must include:
 - a. Official transcript showing completed coursework
 - b. Syllabus for each course requested for transfer
 - c. Additional documentation if requested by faculty reviewers
3. Courses will be reviewed by the Program Director and relevant faculty members to determine alignment with Regis CES learning objectives and CACREP standards.
4. Approval must be documented with the Office of the Registrar.

Limitations:

- Practicum, internship, dissertation credits, and other experiential learning components unique to Regis cannot be transferred.
- Transfer credit will not be granted for courses graded as Pass/No Pass, Audit, or with incomplete transcripts.
- Regis University reserves the right to deny transfer credit for any coursework that does not meet academic, ethical, or professional standards aligned with the CES program.

Advising and Planning:

Students interested in transferring credits are strongly encouraged to discuss potential transfer options with their faculty advisor upon admission into the program.

Doctoral Internship and Clinic

Overview of Internship in Counselor Education and Supervision (3 consecutive semesters, 9 credits total)

Internship is a central component of the overall program. Internship consists of 9 credit hours of class across three semesters. In accordance with CACREP'S 2024 Standards for Doctoral Programs in CES, students must complete a minimum of 600 hours of internship experience in their degree program, and internship experience must include a minimum of two of these following four areas: Supervision, Teaching, Research and Scholarship, Leadership and Advocacy (CACREP 2024 6.C.2). Each internship is comprised of 200 hours divided between two areas, one of which must be supervision. Students must enroll in internship during 3 consecutive semesters, and complete a minimum of 100 hours for each of the three semesters within the area of supervision. Students may choose to enroll in additional internship experiences in place of their elective courses. Students must first complete the CES didactic course that corresponds with an internship experience, prior to enrolling in that internship experience (ex: Doctoral Seminar: Pedagogy must be completed prior to enrolling in a teaching internship).

Students who choose to take additional internship courses beyond the three required, may choose to have their 200 hours be split between two experiences (ex: 100 research hours and 100 teaching hours), or have all 200 hours be collected with one internship experience (ex: 200 research hours).

A Regis faculty member will be assigned to instruct the Internship in CES course, which will run as a large group supervision class. Students' ability to pass the class will be contingent on their skills evaluations completed by the faculty or site supervisor they have been paired with, as well as attendance and participation in their internship course. The course will meet on average 1.5 hours synchronously per week (3 hours every other week).

Doctoral students must be covered by individual professional counseling liability insurance policies when they provide counseling or supervision as part of their doctoral program (CACREP 2024 6.C.3). Doctoral students must also hold an LPCC or LPC in the state of Colorado prior to engaging in counseling or supervision.

During internships, the student receives an average of one hour per week of individual and/or triadic supervision provided by their site supervisor/faculty supervisor (CACREP 2024 6.C.7).

Note: Students cannot count current employment towards internship opportunities, unless responsibilities change for the purpose of education and the site is approved by the Internship Coordinator using the Concurrent Employment Form.

INTERNSHIP REQUIREMENTS OVERVIEW

- 600 total hours required
- 3 consecutive semesters
- 9 credit hours total (3 credits per term)

STRUCTURE PER SEMESTER (200 HOURS)

- 100 hours in SUPERVISION (required)
- 100 hours in one other CACREP domain:
 - Teaching
 - Research & Scholarship
 - Leadership & Advocacy

CACREP DOMAIN REQUIREMENT (MINIMUM 2)

- Supervision is REQUIRED
- Plus at least ONE additional domain

DIDACTIC COURSE PREREQUISITE

- Must complete corresponding course BEFORE enrolling in related internship area

Examples:

- Teaching Internship → Pedagogy Seminar
- Research Internship → Research Seminar
- Leadership Internship → Leadership Seminar

OPTIONAL ADDITIONAL INTERNSHIPS

- May replace elective courses
- Each = 200 hours
- Two structure options:
 - Split: e.g., 100 hrs Teaching + 100 hrs

- Focused: e.g., 200 hrs Research

Doctoral Counseling Clinic

The Doctoral Counseling Clinic course provides PhD students in Counselor Education and Supervision with the opportunity to deepen and apply advanced counseling skills through direct client work. This course is a required, credit-bearing component of the doctoral curriculum and serves as a foundation for doctoral-level clinical identity, reflective practice, and supervision readiness.

All counseling sessions are conducted virtually through the Regis Center for Counseling, Family and Play Therapy, via a HIPAA-compliant, secure telehealth platform that provides free services to the community. This setting supports the development of culturally sustaining, ethically sound, and technologically competent clinical practice.

Supervision Format and CACREP Alignment

To meet CACREP doctoral standards, students will participate in the following supervision and support structure:

- Live supervision and/or secure audio/video recordings of counseling sessions are required.
- Students receive weekly individual or triadic supervision from CES core or affiliate faculty.
- Students also participate in weekly group supervision (1.5 hours/week average), facilitated virtually via synchronous meetings.
- Students must complete a written supervision agreement prior to beginning clinical work. This document defines roles and responsibilities, outlines emergency procedures, and details supervision and consultation schedules.

Faculty Supervisor Qualifications

Faculty providing individual, triadic, or group supervision in this course must:

- Hold an active clinical license (e.g., LPC, LPCC) in Colorado or relevant jurisdiction.
- Have received formal training in clinical supervision and in providing supervision in virtual environments.
- Be proficient in the secure technology platforms used in the Regis Center for Counseling, Family and Play Therapy.

Student Expectations

Doctoral students enrolled in CES 806 must:

- Hold a current LPCC or LPC in Colorado and carry individual liability insurance.
- Participate in all required supervision sessions.
- Submit secure recordings and documentation as directed by the faculty supervisor.
- Follow all ethical, legal, and professional standards outlined by ACA and state licensing boards.
- Receive midterm and final skills evaluations as part of their clinical development.

Emergency and Risk Management

In the event of client risk, crisis, or ethical/legal concern, students must:

- Follow Regis Center for Counseling, Family and Play Therapy protocols and supervision chain-of-command.
- Immediately notify their faculty supervisor and document any steps taken.
- Utilize university resources as appropriate for mandated reporting and crisis response.