Program Handbook
2015-2016

DOCTORAL DEGREE PROGRAM

Counseling and Counselor Education

Department of Counseling and Human Services
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Syracuse, NY 13244

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http://soe.syr.edu/CHS
SYRACUSE UNIVERSITY
DEPARTMENT OF COUNSELING AND HUMAN SERVICES
STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

I acknowledge that I have read the 2015-2016 Doctoral Program Student Handbook including: the Department of Counseling and Human Services Mission Statement, criteria for evaluation, curricular and programmatic requirements, and program objectives. I understand that I am responsible for knowing and abiding by the information and policies in the Handbook, as well as regulations stipulated by the School of Education and Graduate School, including the Professional Conduct Standards. I understand that the faculty will review my progress through the program on a regular basis and will use the criteria for evaluation as stipulated in the Handbook, along with GPA, professionalism, dispositions, as the primary vehicle for doing so. I am assured timely notification and full due process if the faculty have concerns about my progress.

I agree to all of the above statements.

___________________________________
PRINT STUDENT NAME

___________________________________
SIGNATURE OF STUDENT

DATE

___________________________________
SIGNATURE OF FACULTY ADVISOR

DATE
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SECTION I
DEPARTMENT ORIENTATION & OVERVIEW

Mission Statement

The mission of the Department of Counseling and Human Services is to educate and prepare the next generation of professional counselors, supervisors, counselor educators, and leaders who through commitment, excellence, and humanistic engagement will have meaningful and sustained impact in their communities. Such impact is accomplished by actively and diligently affirming the dignity and self-worth of all persons.

Departmental Philosophy and Values

We believe that all human beings have inherent worth and dignity, the ability to develop a greater sense of self-realization throughout the lifespan, and the need to cultivate personal and community-based well-being. We believe in the power of human relationships to be a catalyst for positive growth in students’ and clients’ lives. We believe that each individual can make a difference, and because of that potential, each of us shares a responsibility to our clients, students, communities, culture, and society to work toward the betterment of human life. Through their skills as leaders and advocates, our students will make a difference to the larger public they serve.

We are committed to serving a diverse society, cultivating a strong and engaged professional identity, and pursuing the highest standards of excellence in the counseling profession. We are committed to ethical and effective counseling and require our students to adhere to the American Counseling Association’s (ACA) Code of Ethics 2014. We champion a commitment to Living Excellence and promote such a stance with our students, within the broader School of Education, and Syracuse University communities, and across the greater Syracuse, United States of America, and global contexts.

We seek to nurture intellectual curiosity and a desire for personal growth in all our students, as well as a desire for lifelong learning which will extend their education and development beyond their formal professional education. We expect students to engage in reflective learning activities in order to meet these goals. Our personhood is inextricably connected to our ability to be competent and ethical counselors, supervisors, and educators, and thus, our program emphasizes self-awareness and personal development as a critical facet of professional training and development. We value the role of the personhood in counseling, and we create learning experiences that reflect such a value. To be successful, students must engage in self-reflection and pursue self-growth and exploration within an engaged learning environment.

We seek to meet the larger goals of Syracuse University and scholarship in action. Our teaching is informed by the research in our field, and we strive to instill in our students a scholarly posture as well as a practitioner’s skill in attending to the goals of the clients they serve and the systems within which those clients function. Our training programs are enriched by their location within an urban setting, with suburban and rural communities in close proximity.

As a faculty, we attempt to exemplify the department mission, philosophy, and values in all our interactions with students as we meet program objectives. We challenge students to learn within a context that carries these values of respect for diversity, intellectual curiosity, reflection, wellness, humanistic engagement, and the courage required for personal growth.
Our program signatures highlight our departmental values and commitments that encompass the characteristics we embrace and develop as a counselor training facility. Our program signatures include: Reflexive Leadership, Impactful and Engaged Scholarship, Experiential and Constructivist Pedagogy, Socially Just Advocacy and Activism, Constructivist Clinical Supervision, Humanistic Engagement, and Wellness, Prevention, and Resiliency.

**Humanistic Engagement**

The Department of Counseling and Human Services believes in the power of human relationships to be a catalyst for positive growth in students’ and clients’ lives. We diligently work to nurture meaningful relationships among students and faculty that extend beyond static notions of student-teacher. We consider student-faculty classroom interactions to be important and necessary to the professional development of students; but also, we believe the mentoring that occurs beyond traditional academic spaces is vital to preparing outstanding counseling practitioners, supervisors, and educators. Our faculty provides mentoring on a range of professional endeavors including research, professional identity, and career aspirations. We expect that such commitment to humanistic engagement provides a model through which students can develop collaborative and meaningful working relationships with the clients, students, and supervisees they serve.

**Reflexive Leadership**

Within the Department of Counseling and Human Services, we aspire to be leaders at all levels of influence, namely community, state, regional, national, and international, with a focused intent of providing leadership within counseling, counselor education, and supervision. We are dedicated to advancing the profession through scholarship, professional service, pedagogy, and clinical engagement. Our leadership commitment is situated within reflexivity in that we believe that the most effective and transformative leaders accomplish change through a high level of self-awareness and ongoing cultivation of their personhood. We are motivated to mentor the next generation of
leaders in order to create a legacy of leadership emanating from Syracuse University and generating a profound impact on our communities, clients, students, and professional associations.

**Impactful and Engaged Scholarship**

Grounded in a belief that academic pursuits can address real world dilemmas, the Department of Counseling and Human Services is involved in research projects that are designed to make a difference in the lives of students, clients, and consumers. Embedded in the communities we serve, student and faculty research is informed by, and in turn, informs the populations with whom we work. Whether seeking to identify effective teaching, counseling, or supervision strategies or exploring the experiences of a particular group in a specific context (e.g., students of color in multicultural coursework, clients with hearing loss in a community clinic, LGBT persons participating in counseling or Gay-Straight Alliances), our scholarship is noted as having a wide influence on the overall counseling and counselor education profession. As recognized experts in their field, members of the CHS community have authored widely referenced books, and they regularly publish in top-tier counseling and counselor education journals. The dissemination of our scholarship at state, national, and international conferences, as well as community in-services and workshops facilitates practitioners’ access to our work and ensures the spread of best practices to many of the areas of service most in need.

**Experiential and Constructivist Pedagogy**

Our student-centered learning community encourages students to be open and reflective, willing to explore novel knowledge and experiences, and fully engaged in the learning process. The central premise anchoring constructivist pedagogy is that individuals and groups make meaning of novel information, at least partially, by interpreting it through the lens of past experience. Therefore, learning is an active, contextualized process rather than something acquired directly and objectively from an instructor, text, or other source. This entails that students are not just passive receivers of knowledge but rather active agents in the learning process. We view students’ prior knowledge as foundational to the learning process. Students are encouraged to self-reflect in order to become more conscious of whom they are as well as to become more aware of the life experiences which have contributed to their development. Students can expect to engage in activities that ask them to experiment with ways to integrate prior knowledge with the novel knowledge and skills they encounter in the program. Students will encounter a learning environment rich with activities and experiences that will parallel the real-world contexts and situations they will encounter as helping professionals.

**Socially Just Advocacy and Activism**

The Department of Counseling and Human Services has a deep and longstanding commitment to being change agents and advocates for social justice. We have held leadership positions in several professional counseling organizations wherein we have spearheaded initiatives designed to identify and respond to systems of oppression that negatively influence development and wellness. Additionally, we are engaged in counseling related community service that is focused on increasing access to and the equity of counseling and educational services with underserved populations, including but not limited to people with disabilities, people living in under resourced communities, and people who identify as part of an historically marginalized population (e.g., persons who are LGBTIQ, persons of color, English language learners). Students are supported to engage multiple curricular and co-curricular opportunities to enact professional standards of excellence related to advocacy and develop the knowledge, skills, and awareness necessary to confront the varied forms of discrimination which continue to perpetuate disparities in opportunities and outcomes for
marginalized communities. Collectively, we create meaningful assignments and develop community engaged experiences that integrate and reflect our ongoing commitment to social justice and advocacy.

**Wellness, Prevention, and Resiliency**

Wellness, prevention, and resiliency are foundational values of professional counseling and counselor education and are supported by the faculty and staff of the Department of Counseling and Human Services. Wellness engenders healthy growth, personal evolution, and the overall well-being of the individual. Prevention serves to optimize and contextualize the meaning and intention of self-care, and it is a core value of professional counseling. Resiliency involves the ability of the individual to readily navigate difficulty in both personal and professional endeavors. Because of the guiding values of professional counseling and the imperative role of one’s personhood in being a counselor, supervisor, and educator, it is important that a commitment to wellness, prevention, and resiliency be pervasive in individual practice to filter into the educational, supervisory, and therapeutic environments. To do so ensures the health of the individual and the profession. The Department strives to support wellness and encourages the resiliency of students to foster their ability to traverse the graduate education experience, thereby promoting more highly functioning and effective professionals.

**Constructivist Clinical Supervision**

The Department of Counseling and Human Services provides a challenging and supportive supervision experience that encourages critical reflection of self, impact on others, as well as intuitive ideas related to how people develop and how professional counselors assist in this growth process. We strive to assist counseling students in constructing theoretical and philosophical approaches to counseling that integrate idiosyncratic ideas and prior knowledge with established, empirically supported approaches that are appropriate for the varied contexts in which they may find themselves working to enhance the lives of others. Students can expect to work closely and collaboratively with their supervisors as they begin the life-long process of counselor development. We are committed to cultivating supervisors and supervision experiences that are reflective of the synergy between lived experience and clinical supervision discourse.

**Counseling and Counselor Education Ph.D. Program Objectives**

The overall goal for the doctorate in Counseling and Counselor Education is to produce professors, administrators, and clinicians who will become leaders at the regional and national level in their area(s) of expertise. That leadership will include contributing to the professional body of knowledge through research and disciplined practice, planning and organizing systemic services to the larger community, and establishing preparation programs for counselors to serve the future needs of society.

Graduates of the Syracuse Ph.D. Counseling and Counselor Education program will:

1. Demonstrate a high level of competence as practicing professional counselors in a variety of counseling settings;

2. Manifest advanced expertise in diversity, sociocultural, and social justice matters, how culture impacts the process of counseling, and how social systems impact culture;
3. Demonstrate knowledge and skill in the area of clinical supervision, including how supervision shapes skills, reinforces preferred practices, and supports the caregiver;

4. Possess the requisite skills to contribute to the body of knowledge in professional counseling through scholarly research and writing, including research conceptualization, designing research, analysis of data, and dissemination of findings;

5. Demonstrate advanced skill in assessment within at least one specific context;

6. Demonstrate advanced competence in theory construction, including philosophical premises that relate to particular theories (counseling, career development, human development);

7. Demonstrate competence in the use of technology for teaching, supervision, research, and practice;

8. Demonstrate advanced understanding of the counseling profession, including its history, philosophy, and unique contributions to society;

9. Develop a specialty within or related to the counseling profession;

10. Demonstrate pedagogical competence in delivering counselor education curricula;

11. Display the highest level of professional ethics and personal integrity; and

12. Address and contribute to issues of professional leadership and advocacy through active involvement in state, regional, and national professional associations.

**History of the Department of Counseling and Human Services**

The Counseling and Human Services Department began offering graduate degrees in school counseling in 1937 and in rehabilitation counseling in 1963. The first Ph.D. degree in counseling was awarded in 1958. In 1993, the Departments of Counselor Education and Rehabilitation Counseling merged into a single Department called Counseling and Human Services. Over the years, the Department has maintained a nationally and internationally recognized faculty. The Department’s purpose is to prepare professional counselors who will have the knowledge, skills, commitment, and personal qualities to function effectively in a wide range of educational and community settings. Toward this end, our emphasis has been on preparing counselors and counselor educators who will be leaders in the profession at the local, regional, and national levels.

The Department of Counseling and Human Services’ doctoral program in Counseling and Counselor Education is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1994. Graduating from a CACREP accredited program provides credibility to the degree and permits you to work as a counselor educator at CACREP accredited programs.

The Department also offers a Certificate of Advanced Study (C.A.S.) in School Counseling and CACREP-accredited master’s programs in Clinical Mental Health, Counseling, School Counseling, and Student Affairs Counseling.
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Chi Sigma Iota International Inc.

The Department works collaboratively with and supports Sigma Upsilon, a chapter of Chi Sigma Iota International (CSI). CSI is the international honor society for the counseling profession which celebrates academic and professional excellence, leadership, advocacy, professional identity, and wellness. Students who maintain a GPA of 3.5 and above are invited to apply for membership in the society after their first semester of study. Students will automatically be invited for membership in CSI if they meet the criteria, so no initial action is required prior to membership invitation from the chapter faculty advisor. Students who are members of CSI from their master’s programs may transfer membership to Sigma Upsilon at the first annual induction of their doctoral study. The chapter faculty advisor for Sigma Upsilon is Dr. Derek X. Seward. For more information about CSI, please contact Dr. Seward or refer to the national website at http://www.csi-net.org/.
Professional Identity and Affiliation

Highly developed and engaged professional identity is a hallmark of the Department of Counseling and Human Services. Faculty have a legacy of and current commitment to leadership in national, regional, and state associations, and both faculty and students are actively engaged in professional associations. Students should become members of the professional organizations relevant to their field of study. These organizations are sources of knowledge and opportunities concerning current research, education and professional training, leadership, advocacy, and contemporary issues pertinent to the field. We urge students to join the Association for Counselor Education and Supervision (ACES) and American Counseling Association (ACA) and one of its many divisions. Participation at the state and regional levels are encouraged in that there are many opportunities for advocacy, leadership, and engagement. Professional association membership is a powerful way to showcase your professional identity and to build professional networks.

If students begin their doctoral study and are not yet National Certified Counselors (NCC) or Certified Rehabilitation Counselors (CRC), we urge them to secure one of these credentials during their doctoral study. Doctoral students will graduate with all requirements completed for the Approved Clinical Supervisor (ACS) credential. Please find below contact details for ACA and the specialty divisions as well as divisions and branches closely aligned with our Program Signatures. Information and applications are available in the Counseling and Human Services office or by contacting these organizations directly:

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<thead>
<tr>
<th>Association for Counselor Education and Supervision (ACES)</th>
<th>NY Mental Health Counselor Association</th>
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<tr>
<td><a href="http://www.acesonline.net">www.acesonline.net</a></td>
<td><a href="http://www.nymhca.org">www.nymhca.org</a></td>
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<tr>
<td>American Counseling Association (ACA)</td>
<td>Association for Assessment and Research in Counseling</td>
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<td><a href="http://www.counseling.org">http://www.counseling.org</a></td>
<td><a href="http://aarc-counseling.org/">http://aarc-counseling.org/</a></td>
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<tr>
<td>1-800-347-6647</td>
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<tr>
<td>American School Counselor Association (ASCA)</td>
<td>New York Counseling, Association, Inc.</td>
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<td><a href="http://www.schoolcounselor.org">http://www.schoolcounselor.org</a></td>
<td>518-463-1822 or 1823</td>
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<tr>
<td>American Mental Health Counseling Association</td>
<td>NY School Counselor Association</td>
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<tr>
<td><a href="http://www.amhca.org">http://www.amhca.org</a></td>
<td><a href="http://www.nyssca.org">www.nyssca.org</a></td>
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<tr>
<td>North Atlantic Region of the Association for Counselor</td>
<td>1-877-NYSSCA1</td>
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<tr>
<td>Education and Supervision (NARACES)</td>
<td>Association for Multicultural Counseling &amp; Development (AMCD)</td>
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<tr>
<td>Association for Lesbian, Gay, Bisexual and Transgender</td>
<td>American Rehabilitation Counseling</td>
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<td>Issues in Counseling (ALGBTIC)</td>
<td>Association</td>
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<td>American College Counseling Association</td>
<td>Counselors for Social Justice</td>
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<td><a href="http://www.collegecounseling.org">www.collegecounseling.org</a></td>
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<td>Association for Humanistic Counseling</td>
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<td><a href="http://afhc.camp9.org/">http://afhc.camp9.org/</a></td>
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SECTION II
DEPARTMENTAL POLICIES, PROCEDURES, & PRACTICES

This Doctoral Student Handbook is designed to be used in conjunction with the Syracuse University Bulletin (the Graduate Course Catalog) and the School of Education Ph.D. Orange Book. This Handbook is not intended as a replacement for these documents. Copies of the Graduate School Catalog are available in the Graduate School Office; and the Orange Book is available on-line only at http://soe.syr.edu/media/documents/2014/11/PhD_EdD_Orange_book_201415.pdf. These official documents are revised periodically. It is the student’s responsibility to obtain the latest editions of these documents. Because doctoral students work closely with students in our master’s programs, it is also advised that doctoral students read the Master’s Degree Programs in Counseling and Human Services Student Handbook.

Commitment to Student Recruitment

The Department Counseling and Human Services is committed to recruiting and retaining students who represent a multicultural and diverse society. To this end, the faculty:

• actively seeks opportunities to meet with prospective students who represent diverse cultural groups, belief systems, and abilities;
• will seek additional funding sources for students representing underrepresented groups;
• will use their personal networks of counselor educators to recruit students who represent diverse backgrounds;
• will continue to recruit international students at the master’s and doctoral levels in order to extend our diversity agenda to one that is global. To that end, the Department will seek to retain a graduate assistant position in the Slutzker International Student Center;
• will collaborate with the Office of Multicultural Affairs; and
• will continue to discuss new ways to increase Department diversity.

Admission Criteria and Process

In our admission process, we consider multiple facets of an applicant’s portfolio and background because we believe that successful counselor educators, supervisors, and leaders need to be interpersonally skilled, highly self-aware, professionally mature, academically prepared for graduate work, and committed to the values and philosophies of the counseling profession and the Department of Counseling and Human Services at Syracuse University. Therefore, academic, interpersonal, professional, leadership, and personal components are integrated in our admission decision process.

The Department of Counseling and Human Services faculty seeks to admit individuals who are personally and academically prepared to be successful in completing the doctoral program in Counseling and Counselor Education. Within these parameters, the faculty is committed to admitting students who represent diverse backgrounds or who have special abilities to serve a diverse population. Admission is highly competitive and conducted once a year.

Applicants for admission to the Ph.D. program in Counseling and Counselor Education will be evaluated on the following criteria:

• Prior graduate work in counseling or related field. Applicants should have completed the equivalent of a master’s degree in counseling or rehabilitation counseling and should have a minimum graduate grade point average of 3.25;
• The Graduate Record Examination;
• Completion of a minimum of one year of work experience in counseling settings prior to admission to the doctoral program is desirable;
• Professional references from former professors and professional colleagues;
• Potential for and evidence of leadership and advocacy;
• History of and potential for tenacity, engagement, and collaboration;
• Congruence of professional goals with doctoral program features; and,
• A writing sample (which may be a paper written for a master’s level course).

The Process of Admission

The deadline for doctoral applications is December 1 for matriculation the following fall semester. This deadline is required for persons seeking funding, including fellowships or graduate assistantships. Prospective students who wish to study part-time should contact Dr. Nicole R. Hill, doctoral program co-coordinator. All application materials, including the Department application, can be obtained through the Department website. Doctoral applications are reviewed by the entire full-time faculty. A positive review of the application will be followed by an interview. (For internal applications, applicants must submit a writing sample, internal application form, supplemental application, and letter of recommendation from someone outside the department.)

Doctoral Student Support

The Department makes a commitment upon admission of a new doctoral student to assist in securing funding for that student for a minimum of three years. Support takes the form of School of Education fellowships, or graduate assistantships, the latter being either within or outside of the Department. Highly competitive applications are submitted by the Department for SOE Fellowships. Only a small number of Fellowships are available each year and are dispersed among all the departments in the School. Fellowships are multi-year awards. Other newly matriculated doctoral students in Counseling and Counselor Education are assisted in securing graduate assistantships, often outside the Department for the first one to two years of their program. Department assistantships are more typically assigned to second, third, or fourth year doctoral students. Graduate Assistants work 20 hours (full-time) per week, receive a stipend, health benefits, and remission of tuition for 24 credits per year. Students may distribute their tuition remission over the full 12 month year. Graduate assistantships are awarded annually.

Typical assignments for Department GA’s include working with faculty on administrative projects and research, assisting faculty in clinical supervision and with teaching master’s level courses. GA duties may be used to complete internship hours with appropriate clinical supervision.

Assistantships outside of the Department include a wide range of counseling and support services, typically within the student affairs offices. Applicants for these assistantships should expect to participate in campus interviews as part of the decision process. The Department faculty works with doctoral students to place them in appropriate GA positions.

CESNET

We strongly recommend that doctoral students join the listserv set up for the counselor education and supervision community entitled CESNET. (You don’t have to be an ACES member to join the CESNET listserv.) The easiest way to join is to go to http://listserv.kent.edu/archives/cesnet-l.html and follow their prompts.
Communication

The Department has created a listserv as the primary and most efficient vehicle for communicating with students. **It is imperative that all matriculated students are on the listserv.** The listserv is used to announce schedule changes, opportunities for graduates’ assistantship on campus, deadlines, professional opportunities, and research invitations. Students must log on to the listserv from their most frequently used email account. The instructions for adding oneself to the listserv are as follows:

Send an email message to: listserv@listserv.syr.edu
Leave the “subject” line blank. In the body of the message write: Sub chslist Your name

NOTE: If you have an automatic signature block, you need to remove it before sending this message. You will receive confirmation that you are now on the CHS listserv. If you change email addresses, you will need to repeat the above from your new email address.

Personal Counseling Services

Continuous professional development at the doctoral level can stimulate personal, unresolved issues in students. It is the recommendation of the faculty that students seek out counseling when such issues emerge. In addition to counselors in the private sector, the following are services available on campus:

* The Counseling Center (200 Walnut Place) provides short-term individual and group counseling on personal and psychological concerns. Services are free to students who have paid the Health Fee. 443-4715
* Psychological Services Center (804 University Ave, Rm 201) provides individual counseling for students and community members. 443-3595.

For a recommendation for a mental health practitioner in the private sector, consult the faculty.

Assignment of Doctoral Advisor

Upon admission to the Ph.D. program, each student will be assigned a temporary doctoral advisor. This advisor will become the student's permanent advisor at the end of one semester unless the student requests a change of advisor. It is the student's right to change advisors at any time during his or her course of study. It is also the student's responsibility to make regular contact with his or her advisor regarding courses to be taken and overall progress in the program.

Informal Plan of Study

By the end of the first semester of full-time study, the student should consult with his/her advisor and complete the School of Education Informal Doctoral Program Plan. This preliminary plan of study is used as a guide for selection of courses during the years of doctoral study.

Formal Plan of Study

A formal program of study is submitted to the Graduate School for its approval upon the completion of the program's required coursework and at the time of passing the qualifying exams for the Ph.D. in Counseling and Counselor Education.
**Doctoral Dissertation**

Upon entering doctoral candidacy, the student will select a dissertation Chair and committee. The Chair will be a member of the CHS faculty. The committee composition should reflect areas of competence related to the student’s choice of a dissertation topic and may include faculty from the Department, other departments in the School of Education, and departments outside the School of Education. Upon determining the nature of one’s dissertation, a formal dissertation proposal must be prepared and submitted to the student’s dissertation committee. After a formal proposal defense with committee approval, the student can proceed with securing IRB approval and beginning the dissertation research. (See also the format for Dissertation Proposal found in the Orange Book.)

While the doctoral dissertation is ordinarily completed in one to two years, University regulations state that it should be defended within five calendar years of advancement to candidacy. Candidates are expected to maintain continuous registration until the dissertation is successfully defended. The writing of the dissertation should follow guidelines provided by the Graduate School and entitled “Format Guidelines for Thesis and Dissertations.” In the semester before completion of the dissertation, the student must complete the Intent to Defend Doctoral Dissertation Notice form found in the Orange Book. Upon completion of the dissertation, the student should complete the Graduate School Request for Examination form and return it to the Graduate School. Only then can the Dissertation Oral Defense be scheduled.

**Support for Professional Development**

Graduate students who present at professional conferences may apply for School of Education support (maximum of $400 per academic year). In addition, students holding GA’s may apply to the Department for support to attend professional conferences. As the Department fund is dependent on donations, resources may vary from year to year. Finally, on a one-time basis, students may secure funding through the Future Professoriate Program for professional development.

**Relationship to Master’s Program**

Doctoral students serve as additional mentors for students enrolled in one of the Department’s master’s programs. Among the roles doctoral students assume are group leaders, clinical supervisors, instructors, and role models within Sigma Upsilon and in other contexts. Master’s students consistently report the invaluable experiences they have had as a result of doctoral student mentorship. We expect the highest level of engagement and professionalism as doctoral students positively contribute to the professional development and competence of master’s students.

**Course Registration**

Students must obtain an SU ID number in order to register for courses. ID cards are issued at the ID Card Services office in 204 Steele Hall. Once the date of registration has arrived, students may register for on-campus courses on line (http://myslice.syr.edu). For courses needing permission, please email Sindy and your faculty advisor with the specific course information including section number and your SU ID number without any spaces or hyphens.

**Leave of Absence**

Students wishing to take a leave of absence of up to one calendar year must complete a Leave of Absence Form that can be obtained at 111 Waverly, Suite 230. Upon returning from your leave of absence, you must reapply for admission by filing a Readmission Form, also obtained at 111
Waverly, Suite 230, prior to registering for classes. Because your request for readmission must be acted on by the faculty, your request for readmission should be filed well in advance of registration. Students who take an unauthorized leave of absence are not covered by this policy. Additionally, students who exceed a leave of one calendar year must reapply for admission to the Department through the regular admission process.

**Academic Accommodations**

Students with disabilities must contact the Office of Disability Services, Room 309, 804 University Avenue (315-443-4498) to develop an accommodation plan. Students with special needs due to a documented disability should inform the course instructor no later than--or if possible, before--the first week of classes in order to request necessary accommodations.

**Course Waivers**

Course waivers may be granted based on prior counseling work experience (only for Advanced Practicum) or graduate course work that is identical to the content of a required course in either the Counseling and Counselor Education or Research sequence. To receive a waiver, you must make a formal request to your advisor who typically secures the approval of the faculty member responsible for the course in question. At the time of request, you should have copies of: (1) all transcripts which show the title of the course and the grade received, and (2) a copy of the course syllabus for review. To obtain a waiver, you must fill out the Petition to the Faculty form which may be obtained from the CHS Department.

**EDU 781 The Institutions and Processes of Education**

Presently, the School of Education requires all doctoral students to enroll in EDU 781 unless they have secured a waiver (see Orange Book). Because all students who complete the Ph.D. in Counseling and Counselor Education meet the waiver criteria, our students typically petition to have the course waived. Your advisor can help you with the petition.

**Transfer Credit**

No more than one-half of credit hours in your doctoral program, not including doctoral dissertation credits, may be transferred into Syracuse University from other institutions of higher education.

**Continuous Registration**

The University has a requirement of continuous registration during each academic semester once a student matriculates. That is, every fall and spring semester, students must be registered for courses that are part of their programs. Students who are in between courses, or who have completed all courses and dissertation credits, but who are still working on requirements such as projects, exams, or portfolios, meet this requirement by registering for GRD 998 Degree in Progress, for “0” credit hours. Online registration of GRD 998 is accepted during regular registration periods.

Beginning Fall 2010, students who have registered for GRD 998 for any 4 semesters, will be charged a $500 fee when they register for the 5th semester of GRD 998, and beyond. (For the first 4 semesters during the coursework phase of a graduate degree, the fee will be waived.) This fee charged upon enrollment indicates continuing engagement in a graduate program; it recognizes the continuing use of faculty, staff, and institutional resources, even during periods when courses are not being taken. It is designed to encourage students to enroll in courses on a continuous basis so that they complete their degree programs expeditiously.
This fee applies to doctoral students at any point in their program. Therefore, prior to or following the completion of qualifying examinations, students will pay $500 for the fifth semester they register for GRD 998 and beyond. However, if students do not complete their dissertations within 5 years after qualifying examinations, they are required to register for 1 credit of EDU 999 each semester from the beginning of the sixth year until they complete their degree. Students registering for EDU 999 for 1 credit are not required to pay GRD 998 fee. If circumstances are such that students have to register for GRD 998 for an extended period of time, students must take a leave of absence. A Leave of Absence permits extension of the time to complete your degree a maximum of one year.

**Liability Insurance**

All students must purchase professional liability insurance prior to enrolling in COU 860 Advanced Practicum, COU 874 Theory and Practice of Supervision, and when completing counseling hours for COU 950 Doctoral Internship. There are two insurance options: students can either obtain insurance through the American Counseling Association (ACA) or the second option is through the School of Education which has contracted for liability insurance with a private company. The cost for $1M/$3M coverage is approximately $15 per academic year. If purchased in the Fall, it is good for the full year. If purchased in the Spring, you will need to purchase again in the Fall as the policy period is from August to August. See Sindy Pitts in the Department office for more information.

**Grade of “INCOMPLETE”**

Only for unusual circumstances will a grade of Incomplete be given for any course. When it has been determined by the instructor that such a grade is appropriate, the student must fill out a “Request for Incomplete” form. This form describes what the student is required to do to complete the course and the date by which the outstanding work is due. It is Department policy that a student carrying two grades of incomplete may not register for additional coursework until the incomplete courses have been completed.

**Grievance Procedure for Coursework**

If a student believes that she or he has been treated unjustly, either in a particular course or as a result of the formal evaluation process, it is the student's right to initiate a grievance process. Students first must attempt to resolve the issue with the faculty member involved. If this does not resolve the issue, it is appropriate to bring the issue to the Department Chair. If the matter cannot be resolved within the Department, it is referred to the office of the Senior Assistant Dean of Student Services in the School of Education (amredmon@syr.edu) located in the Office of Academic and Student Services, 111 Waverly Avenue, Suite 230, Syracuse, NY 13244 phone 315.443.2506.

**Candidacy Exams**

There are two components to the candidacy exam: The clinical qualifying exam and the written qualifying examination.

**The Clinical Qualifying Exam**

After completing Advanced Practicum and Theory and Practice of Clinical Supervision and during or after at least two semesters of Doctoral Internship, students evidence their advanced clinical and supervisory competence and theoretical integration. Doctoral candidacy is predicated on the students’ proficiency in articulating, integrating, applying, and synthesizing supervision and clinical theories, models, and skills into their professional work. Students will prepare a comprehensive and
theoretically grounded paper and complete an oral defense that includes a videotape of both counseling and clinical supervision. Three departmental faculty members conduct the Clinical Qualifying Examination and evaluate the student’s competency on related standards and congruency between stated theoretical orientation and methods with presentation of counseling and supervision. A high level of theoretical congruence, professional intentionality, counseling competence, and supervision skill are expected across the written, verbal, and recorded facets of the exam.

The Written Qualifying Examination

Completion of the Written Qualifying Examination signals the transition from doctoral student to doctoral candidate. Students usually take the written during the semester following the last semester of course work. To register for the exam the student must fill out the Application for Doctoral or C.A.S. Qualifying Examination form (see Orange Book). The exam will take place over two half-days (two 3-hour periods). There is no oral exam connected to the written qualifying exam.

The goals of the exam are to have students demonstrate a deep knowledge of the profession and its literature and to have students evidence the thoughtful integration of theory, practice, and research.

The exam includes the following components:

1. **Research Knowledge, Critique, and Application**: A research article will be given to the student one week prior to the exam. Students who have chosen a quantitative emphasis in their program of study will receive an article that uses a quantitative methodology; students who have chosen a qualitative emphasis in their program of study will receive an article that uses a qualitative methodology. Questions regarding research methodology will be asked at the time of the exam using the article as the launching point. Knowledge about both quantitative and qualitative designs will be needed to answer the questions. 3 hours.

2. **Contemporary Professional Issues**: A question having to do with current issues in the profession. In preparation for this question, one month prior to the exam, students will be given three current issues to review, one of which will be chosen for the exam question. 1.5 hours.

3. **Application of Empirical Literature to Practice**: A question applying empirical literature to practice. In preparation for this question, one month prior to the exam, students will be given three focus areas to review, one of which will be chosen for the exam question. 1.5 hours.

4. **Cognate Integration and Synthesis**: At the time of the exam, the student will submit a 5-7 page paper (not to include references) that argues how the student’s cognate has informed or been integrated into his/her identity as defined by the CES doctoral program. The paper must adhere to APA style.

The exam will take place over two half-days. The first day will consist of the Research Knowledge, Critique, and Application Question. The second day will consist of the Contemporary Professional Issues and Application of Empirical Literature to Practice Questions. The exam will be evaluated by members of the full-time faculty.

Ongoing Evaluation of Student Competence and Professionalism

Evaluation Criteria

Effective and competent counselors, counselor educators, and supervisors demonstrate professionalism, ethical decision making and practice, reflexivity, self-awareness, and multiculturally informed counseling skills. Students completing a doctoral degree in counseling are evaluated based on academic, clinical, and professional criteria. The professional and non-academic
criteria or dispositions are the unique set of skills and behaviors relevant to the profession of counseling including the need for students to always act professionally in the classroom, at their fieldwork sites, and in any public space in which they may be observed by their clients, students, or other professionals or stake holders. The School of Education has a set of Professional Conduct Standards that articulate expectations for professional comportment. These skills and behaviors are essential for you to be successful in courses and your career as a professional.

In addition to the above, incoming students must realize that they will be challenged to grow personally as they move through the doctoral program. Ours is a profession that utilizes interpersonal and intrapersonal strengths to perform professional duties. Students must be willing to look at themselves closely when they face challenges in the program. As a faculty, we take seriously our professional obligation to mentor all students admitted into the doctoral program and to provide them with the assistance and support required to facilitate their professional development and ultimate graduation. We also have an obligation to maintain professional standards which require regular and continual evaluation of all students in accordance with the counseling profession’s ethical standards.

Department Student Evaluation Process

The Counseling and Human Services faculty meets after every semester (or as necessary) to evaluate the program progress of each matriculated student. Input is obtained from faculty and other professionals involved in the training experience concerning each student’s academic, clinical competence, supervisory performance, professionalism and ethical conduct. Each student’s progress is rated on a scale from 1 to 5:

1. **No Concerns.** Student is progressing in her/his program.
2. **Minor Concerns.** Potential issues will be monitored by faculty over the subsequent semester. The advisor may meet with the student to discuss faculty concerns, and the student’s progress will be reviewed during the next end of semester meeting.
3. **Moderate Concerns.** A Student Evaluation form will be completed and the student’s advisor, and other faculty as appropriate, will schedule an appointment with the student to discuss faculty concerns. Subsequent to meeting with their advisor, students will be asked to send an email to their advisor indicating their understanding of the concerns. The advisor will respond to the student’s email confirming and/or clarifying the student’s response to ensure that the student clearly understood the faculty’s concerns. The student’s improvement (or lack of such) will be evaluated during the next end of semester meeting.
4. **Major Concerns.** Faculty will clearly identify problematic areas that need to be addressed by the student. The student will work with their advisor, and as appropriate other faculty members, to develop a remediation plan. The written remediation plan needs to be approved by the entire fulltime faculty and signed by the student. The remediation plan will include specific target behaviors that the student needs to address, specific activities in which the student will engage to address those behaviors, an evaluation plan, consequences for not completing the plan, and a timeline. The remediation plan will also indicate any course restrictions that the student may have during the remediation period. (For example, the remediation plan may restrict the student from enrolling in specific classes such as practicum or internship.) A remediation plan is an academic intervention designed to assist the student to improve his/her performance in the program, it is not a disciplinary action.
5. **Program Suspension or Termination.** If the faculty determines that the student has committed a serious ethical or professional violation, or the student is impaired, the student may be immediately suspended or terminated from the program. Faculty representatives will meet with the student to outline the issues. Faculty concerns along with the decision to
suspend or terminate the student will be provided to the student in writing. In this situation, the student retains their right to appeal the faculty decision using the standard procedures within the School of Education and University. The appeal process would be initiated by the student sending a letter to the SOE Senior Assistant Dean of Academic and Student Services (at 111 Waverly, Suite 230) outlining her/his reasons for disagreeing with the faculty decision and requesting to be reinstated.

**Grievance Procedure**

If a student believes that she or he has been treated unjustly, either in a particular course or as a result of the formal evaluation process, it is the student's right to initiate a grievance process. Students first must attempt to resolve the issue with the faculty member involved. If this does not resolve the issue, it is appropriate to bring the issue to the Department Chair. If the matter cannot be resolved within the Department, it is referred to the office of the Senior Assistant Dean of Academic and Student Services in the School of Education (amredmon@syr.edu) located at 111 Waverly Avenue, Suite 230, Syracuse, NY 13244 phone 315.443.2506.
SECTION III
THE CURRICULAR AND TRAINING EXPERIENCE

Doctoral Program Curriculum

Doctoral Course of Study

Prospective doctoral students must demonstrate that they have completed the equivalent of all the required course work in a CACREP master’s degree curriculum (see the Master's degree Handbook for required CACREP-required courses). When students are admitted to the doctoral program with course deficits, they will be able to complete these courses as part of their doctoral program of study.

The doctoral program consists of approximately 96 graduate course credits beyond the baccalaureate degree, and 9-15 additional dissertation credits. As part of the 96 credit hours, the student must complete a cognate area of study involving at least nine semester credits (usually completed outside the Department) in an area of interest to the student and one that will support the student’s career goals. Students must complete a minimum of 48 semester credits of course work (excluding dissertation) at Syracuse University.

Required doctoral courses in counseling:

- COU 800 Experiential & Constructivist Pedagogy in Counselor Education (3 credits)
- COU 800 Reflexive Leadership in Counselor Education (3 credits)
- COU 876 Seminar in Ecological Counseling (3 credits)
- COU 874 Theory and Practice of Clinical Supervision (3 credits)
- COU 872 Advanced Theory and Practice in Group Work (3 credits)
- COU 878 Seminar in Counseling Theory (3 credits)
- COU 882 Seminar in Professional Issues (3 credits)
- COU 860 Advanced Practicum in Counseling (3 credits)
- COU 950 Doctoral Internship (minimum of 6 credits)
- COU 910 Doctoral Research Seminar (3 credits)

The Research Sequence:

The doctoral research experience is an intentional plan to develop research expertise and experience for each student. It is part of the process of establishing a scientist-practitioner perspective that undergirds the entire doctoral experience, leading to data-based counseling practice, contributions to the body of knowledge in the helping services, and program evaluation skills. All doctoral students complete a minimum of 12 credit hours of research course work (beyond the master’s curriculum) during which the student will be expected to acquire receptive literacy in both quantitative and qualitative statistics and research design and a depth of knowledge in one or the other. The Department offers additional assistance in research through the COU 910 Doctoral Research Seminar.

Students must complete a research/statistics sequence of courses with either a Qualitative Research or a Quantitative Research emphasis. In either selection, students must take one course
in the alternative research approach. Students are encouraged to take research courses beyond those that are required and research may be chosen as a cognate area.

Possible Qualitative Research Methods sequence:

- EDU 603 Introduction to Qualitative Research (3 credits)
- EDU 647 Statistical Thinking and Applications (3 credits)
- EDU 810 Advanced Seminar in Qualitative Methods I (3 credits)
- EDU 815 Advanced Seminar in Qualitative Methods II (3 credits)

Possible Quantitative Research Methods sequence:

- EDU 603 Introduction to Qualitative Research (3 credits)
- EDU 647 Statistical Thinking and Applications (3 credits)
- EDP 791 Advanced Seminar in Quantitative Research Methods (3 cr)
- EDU/COU 886 Multivariate Research Methods (3 credits)
  OR
- PSY 756 Statistical Methods in Education & Psychology III (3 cr)

Required Cognate (minor): 9 – 12 credits

Each student must establish an area of focus in addition to the required doctoral curriculum. Courses for this focus will be determined by the student in consultation with the doctoral advisor. With few exceptions, cognate areas are completed outside the Department (e.g., clinical psychology, distance learning, marriage and family therapy, higher education). Cognates may also be comprised of courses from different departments but following a particular theme (e.g., research methodology/statistics).

Course Sequencing

Most doctoral seminars are offered every three years. Exceptions include COU 910 (Doctoral Research Seminar -- offered every fall semester); COU 874 (Theory & Practice of Clinical Supervision -- offered annually); COU 950 (Doctoral Internship -- offered every semester); COU 860 (Advanced Practicum -- offered every semester); and certain research and statistics courses.

Course Descriptions

COU 800 Experiential and Constructivist Pedagogy in Counselor Education
Instructional theories and methods relevant to counselor education including assessment and evaluation will be discussed, compared, critiqued, and applied. Although the course will explore various teaching paradigms, an increased emphasis will be placed on experiential and constructivist approaches. Students will be expected to explore and examine their own identities as educators and to evidence their own personal style of teaching.

COU 860 Advanced Practicum
Supervised counseling experience intended to expand skill sets and level of ability through involvement in complex and diverse counseling situations. Empirically supported treatment is emphasized, as is advanced assessment. (NOTE: Students who did not complete a course in
psychopathology as part of their master’s program must do so prior to or concurrently with Advanced Practicum.)

**COU 872 Advanced Theory and Practice in Group Work**
An advanced graduate course that reviews seminal contributions to group work as well as current research trends. Includes supervised experience in facilitating personal growth groups.

**COU 874 Theory and Practice of Clinical Supervision**
Major conceptual approaches, methods and techniques, evaluation, and ethical and legal issues. Strategies for working with supervisees representing diverse backgrounds, developmental styles, and learning styles. Supervised practice opportunities included.

**COU 876 Ecological Issues in Counselor Education & Supervision**
Client, professional, and student issues as embedded within multiple and interrelated systems, including political and economic structures. Culturally relevant pedagogy, counseling, research, leadership, and supervision.

**COU 878 Seminar in Counseling Theory**
Examines psychological theory construction, compares various theoretical formulations of the counseling process, and emphasizes participants’ critical analysis of how such theories relate to one’s personal theoretical orientation and counseling practice. Theories representing distinct literatures within counseling are included.

**COU 882 Seminar in Professional Issues**
Designed for advanced graduate students, this course explores key issues currently faced by counselors, supervisors, and counselor educators. Topics are identified through a review of current professional literature.

**EDU 603 Introduction to Qualitative Research**
Developing and using qualitative methods to conduct research. Underlying assumptions and limitations.

**EDU 647 Statistical Thinking and Application**
The basic techniques and logic of quantitative analysis in education and social science. Variables, levels of measurement, frequency distributions, central tendency, variability, exploratory analysis, standards, scores, normal distribution, confidence intervals, hypothesis testing, t-test, correlations, and chi square.

**EDU 791 Advanced Seminar in Quantitative Research Methods**
Reviews, integrates, and extends concepts and techniques from introductory and intermediate statistics and research design. Extensive training in the SAS statistics package within a large, simulated data set. Translating scientific findings into lucid, APA-style prose.

**EDU 810 Advanced Seminar in Qualitative Research I**
Expand field work skills and increase theoretical understanding; emphasis on “thinking qualitatively;” intensive fieldwork.

**EDU 815 Advanced Seminar in Qualitative Research II**
Applications of qualitative research to issues of educational and human service settings.
COU 886 Multivariate Research Methods
Discussion and critique of multivariate research methods, design, and strategies as applied in contemporary educational research. Practical applications in multivariate research design, implementation, and interpretation of data.

COU 910 Doctoral Research Seminar
Issues related to identifying research questions, research design, implementation, dissemination and review. Specific topics to be discussed are determined jointly by faculty and students to ensure relevance to research development needs of participants.

COU 950 Doctoral Internship
Students must be engaged in internship experiences involving counseling, clinical supervision, and teaching over the course of their doctoral study. Individual and group supervision are required as part of internship. Students must complete 600 hours of doctoral internship.

NOTE: For courses offered in other Departments, students are referred to the S.U. Graduate Course Catalog.

Clinical Experiences

Doctoral students must complete COU 860 Advanced Practicum in Counseling and COU 950 Doctoral Internship. In COU 950 Doctoral Internship, 200 of the 600 hours are dedicated to advanced clinical work.

Professional Comportment and Ethical Practice during the Clinical Experiences

The clinical experience is an applied endeavor in which the knowledge and skill that is being attained in constructivist, didactic, constructivist, and experiential class settings is broadened and deepened. To develop and enhance clinical skill, cultural competence, and operate from a socially just framework, it is important that students exhibit the behaviors of responsible professionals and competent helpers as professional comportment and ethical behavior are evaluated within the clinical setting. Indicators of professional comportment include: promptness and adequacy of written work, respect displayed toward diverse client populations, employees of the clinical site, fellow students, and overall maturity regarding the roles and responsibilities of the professional counselor.

All students are obligated to operate under the highest of ethical standards as reflected in the 2014 Code of Ethics of the American Counseling Association (ACA) and other policies specific to the Department of Counseling and Human Services, the School of Education, Syracuse University, and the clinical site. Violations of the code of ethics and other policies will be reviewed and may result in immediate failure of the course, or a recommendation by the CHS faculty for supplementary supervision, remediation, administrative leave of absence, or removal from the program.

It is the student’s ethical obligation to safeguard the welfare of his/her clients. It is the purpose of supervision to provide a learning opportunity for the student while at the same time recognizing the limitations of the student. The dilemma of how to provide freedom for the student to experiment with his/her own professional behavior while protecting the client is resolved in supervision. The student is to monitor his/her professional comportment in the following ways:

1. Request consultation concerning anything about which (s)he is unsure.
2. Inform site supervisors regularly of the current status of all cases and of the procedures (s)he is using and to keep the university supervisor current on the status of the clinical experience.
3. Express feelings concerning anything pertinent to the client’s or his/her own welfare.
4. Notify university and site supervisors immediately of any situation where (s)he has some question of his/her competency to handle.
5. Follow the directives of one’s supervisors to the best of one’s ability.

**Clinical Supervision Experiences**

Clinical supervision is an integral and core focus of the Counseling and Counselor Education doctoral program. Students are first trained to be clinical supervisors in **COU 874 Theory and Practice of Clinical Supervision**. The development of supervisor identity, supervision model, and supervisory competence is started in the context of COU 874 and then expanded through ongoing supervision experiences and feedback in the COU 950 Doctoral Internship. A minimum of 200 hours of clinical supervision must be accrued towards COU 950 Doctoral Internship requirements.

Doctoral students typically provide individual and/or triadic supervision to master’s students completing Practicum. At times, doctoral students are assigned to provide supervision to students completing Internship. To cultivate increased competence across experiences, doctoral students will provide clinical supervision to students within the Department every semester until the semester after the completion of their Dissertation Proposal Defense.

The role of clinical supervisor is a critical one that requires the highest level of professionalism and ethical conduct. Doctoral students are expected to follow ACA’s (2014) Code of Ethics as well as the Department’s Data Transfer and Storage Policy.

**Data Transfer and Storage Policy**

The ACA *Code of Ethics* and Health Insurance Portability and Accountability Act (HIPAA) require that all devices with client data (e.g. session recordings, progress notes, case conceptualization notes) be password protected. This includes computers, tablets, flash drives, and cell phones.

If you record a session or write a progress note using a device without password protection, you must immediately transfer the session recordings or notes to a password protected device AND completely erase all client data on the unprotected device. CHS students are required to utilize the 16GB Corsair Flash Padlock Thumb Drive or 16GB Aegis Secure Key Thumb Drive to secure all client data.

Under no circumstances should recordings be placed online, even if the website is password protected. Also, client data should not be uploaded to any cloud sites. This includes HIPAA compliant sites.

**Computer: File Storage**

You must password protect any computer or device that contains session data. Also, all session data should be stored using encryption on a 16GB Corsair Flash Padlock Key Thumb Drive or 16GB Aegis Secure Key Thumb Drive.
Flash Drive: Transfer and Storage
Students are required to purchase and only use a 16GB Corsair Flash Padlock Thumb Drive or 16GB Aegis Secure Key Thumb Drive. This flash drive needs to be dedicated to your clinical coursework in that only counseling videos and materials for clinical courses should be saved on the jump drive. The jump drive should be used across all clinical experiences. Because you will periodically submit counseling sessions for faculty and supervisor review, you will need to share with faculty members and instructors the code for accessing your Corsair or Aegis Secure Key Thumb Drives.

Encryption
CHS students must use a 16GB Corsair Flash Padlock Thumb Drive or 16GB Aegis Secure Key Thumb Drive to secure their client data.

Distinctive Program Features

Future Professoriate Program (FPP)
The Department places high priority upon doctoral student preparation for professional careers in university settings. Toward this end, students will be expected to develop instructional skill in the delivery of curriculum and instruction to master’s level counseling students. Doctoral students are required to participate in the Future Professoriate Program. This program, which has become one of the premier models for teaching assistant training in the United States, features monthly seminars and an off-campus Spring Retreat at no cost to the student. The project has two goals: (1) to prepare graduate students for their teaching responsibilities as future members of the professoriate, and (2) to effect a change in faculty culture by fostering recognition of the importance of teaching as a dimension of graduate education. In addition to the educational opportunities afforded to FPP participants, students also may apply to receive a small stipend for their professional developments on two separate years during their doctoral program. Completion of the FPP leads to the award of the Certificate in University Teaching. (Note: Students must present a portfolio of their teaching one year prior to their graduation in order to receive the Certificate in University Teaching.

In addition to the FPP experience, doctoral students must complete at least 200 hours of Doctoral Internship engaged in teaching or co-teaching experiences. Doctoral students are expected to cultivate their competence and identity as educators through co-instructing master’s level courses. There are also opportunities to teach undergraduate courses in the Department such as COU 101 and COU 585.

Teaching competence will be assessed by the FPP Teaching Mentor, instructor of COU 800 Experiential and Constructivist Pedagogy course, supervising faculty members of classes being co-taught, and the Department Chairperson. Feedback on teaching skills will be provided on an ongoing basis across a doctoral student’s tenure in the program.

Research Seminar (COU 910)
The research seminar is provided to all doctoral students every fall semester. Its purpose is multi-dimensional:
1. To assist entry-level doctoral student movement into a scientist-practitioner model by involving students in research apprenticeship and/or dissertation research planning and activities of the advanced doctoral students
2. To develop skill in identifying and pursuing grant proposals and other sources of funding
3. To gain experience and proficiency in preparing professional conference proposals
4. To provide advanced doctoral students with a setting in which they can examine and develop strategies for research topic selection and writing competence

Students register for zero credit for the seminar with the exception of one semester, in which they register for three credits. The seminar is facilitated by the faculty on a rotating basis. Assignments for the course are based on the year of doctoral study and ensure that the goals of the Research Seminar experience across three semesters are met.

**Research Apprenticeship Project**

A major emphasis of the doctoral research experience is the Research Apprenticeship Project (RAP) which is required of all doctoral students in the School of Education who did not write a master's degree thesis. The RAP is usually supervised by a single faculty member who is either the student’s advisor or another member of the Department faculty. It is the student’s responsibility, in consultation with the advisor, to arrange the apprenticeship experience. Some students complete the RAP within the context of a required course (in which case the course instructor sponsors the RAP). Often the RAP serves as a pilot study to the student’s dissertation. It is also possible to complete the requirement by participating in a faculty member’s ongoing research program. The RAP must be completed prior to sitting for the doctoral qualifying examination.
Appendix A
COUNSELING AND HUMAN SERVICES
Doctoral Student Planning Sheet

Total doctoral program requirements include a minimum of 96 graduate credits (excluding dissertation credits), of which 48 may be transferred from the student’s master’s degree program. All doctoral students must complete the equivalent of a CACREP-accredited master's program as a prerequisite to the doctoral program.

<table>
<thead>
<tr>
<th>Semester Completed</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-doctoral graduate courses:</td>
<td>48</td>
</tr>
<tr>
<td>Required Doctoral Courses:</td>
<td></td>
</tr>
<tr>
<td>COU 860 Advanced Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COU 876 Seminar in Ecological Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COU 874 Theory &amp; Practice of Clinical Supervision</td>
<td>3</td>
</tr>
<tr>
<td>COU 872 Advanced Theory &amp; Practice in Group</td>
<td>3</td>
</tr>
<tr>
<td>COU 878 Seminar in Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>COU 882 Seminar in Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>COU 910 Doctoral Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>COU 950 Doctoral Internship</td>
<td>6 min</td>
</tr>
<tr>
<td>Research Sequence:</td>
<td></td>
</tr>
<tr>
<td>EDU 603 Introduction to Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 647 Statistical Thinking and Applications</td>
<td>3</td>
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<td></td>
<td>3</td>
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<td>Cognate:</td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td>Total credits required</td>
<td>96</td>
</tr>
</tbody>
</table>

Completion of Research Apprenticeship
Completion of Clinical Qualifying Examination
Completion of Doctoral Qualifying Examination

Dissertation Credits: 9-15 credits

Date
Appendix B
Comprehensive Advising List
Ph.D. in Counseling and Counselor Education

Description of requirement
<table>
<thead>
<tr>
<th>Complete</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Plan of Study (complete by beginning of 2nd semester)</td>
<td></td>
</tr>
<tr>
<td>Request official transcript of master’s degree if needed</td>
<td></td>
</tr>
<tr>
<td>Submit request for waiver of EDU 781</td>
<td></td>
</tr>
<tr>
<td>Apply to FPP program (spring semester of 1st year)</td>
<td></td>
</tr>
<tr>
<td>45 hour review memo (advisor must submit by beginning of 2nd yr.)</td>
<td></td>
</tr>
</tbody>
</table>

Formal Program of Study

Register for RAP
Submit IRB Approval Letter for RAP
Submit evidence of completion of RAP (1st page and advisor signature)
Present FPP Portfolio (at end of second yr or at least one yr prior to dissertation defense)
Complete Clinical Exam (ask advisor to set up date for this)
Register to take written Qualifying Exam
Advisor to submit results of Qualifying Exam
Meet with Doctoral Program Coordinator to verify completion of internship hours
Establish a Dissertation Committee
Write Dissertation Proposal; Request a Proposal Defense date
After Dissertation Proposal defense, submit title page with Committee’s signatures
Submit IRB Approval Letter for Dissertation
Documents interim meetings of Dissertation Committee with dates and notes
Submit an Intent to Defend Notice (semester before intended defense)
Advisor to ask Associate Dean for a defense date
Complete Register for Examination Form (at least 4 weeks prior to defense)
Complete Diploma Request Card
Submit three copies of completed dissertation for readers and Grad School examination chair; deliver completed copies to Dissertation Committee (three weeks before defense date)
Submit final revised and signed dissertation to Graduate School
CD of dissertation submitted to Graduate School (including copyright page to avoid fee)
Signed UMI Publishing Agreement and Copyright Registration to Graduate School
Check or Money Order submitted to Graduate School for publishing fee.
### Appendix C
Recommended Course Sequencing for 2015 Matriculating Students

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL 2015 SEMESTER</th>
<th>FALL 2016 SEMESTER</th>
<th>FALL 2017 SEMESTER</th>
<th>YEAR FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>COU 860 Advanced Practicum (3 cr)</td>
<td>COU 876 Ecological Issues (3 cr)</td>
<td>COU 878 Advanced Theory (3 cr)</td>
<td>Dissertation Completion and Defense</td>
</tr>
<tr>
<td></td>
<td>COU 874 Clinical Supervision (3 cr)</td>
<td>COU 950 Internship (3 cr)</td>
<td>COU 950 Internship (0 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COU 910 Research Seminar (0 cr)</td>
<td>COU 910 Research Seminar (3 cr)</td>
<td>Cognate (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COU 800 Constructivist Pedagogy (3 cr)</td>
<td>Research Sequence Course (3 cr)</td>
<td>Research Sequence (3 cr)</td>
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<td></td>
<td>Written Qualifying Exams? Clinical Exam?</td>
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<tr>
<td></td>
<td>Fall Credits: 9</td>
<td>Fall Credits: 9</td>
<td>Fall Credits: 9</td>
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</tr>
<tr>
<td>2016</td>
<td>SPRING 2016 SEMESTER</td>
<td>SPRING 2017 SEMESTER</td>
<td>SPRING 2018 SEMESTER</td>
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<tr>
<td></td>
<td>COU 950 Internship (3 cr)</td>
<td>COU 950 Internship (0 cr)</td>
<td>COU 950 Internship (0 cr)</td>
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<tr>
<td></td>
<td>COU 800 Reflexive Leadership (3 cr)</td>
<td>COU 872 Advanced Group (3 cr)</td>
<td>Cognate (3 cr)</td>
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<tr>
<td></td>
<td>Research Sequence Course (3 cr)</td>
<td>Research Sequence Course (3 cr)</td>
<td>Research Sequence (3 cr)</td>
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<td></td>
<td>COU 882 Professional Issues (3 cr)</td>
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<td>Written Qualifying Exams? Clinical Exam? Dissertation?</td>
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<tr>
<td></td>
<td>Spring Credits: 9</td>
<td>Spring Credits: 9</td>
<td>Spring Credits: 9</td>
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<tr>
<td>2017</td>
<td>SUMMER 2016 SEMESTER</td>
<td>SUMMER 2017 SEMESTER</td>
<td>SUMMER 2018 SEMESTER</td>
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<tr>
<td></td>
<td>COU 950 Internship (3 cr)</td>
<td>COU 950 Internship (0 cr)</td>
<td>Dissertation (6 cr)</td>
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<tr>
<td></td>
<td>Cognate / Research Sequence (3 cr)</td>
<td>Cognate / Research Sequence (3 cr)</td>
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<td>Cognate / Research Sequence (3 cr)</td>
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<td>Cognate / Research Sequence (3 cr)</td>
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<td>Summer Credits: 6</td>
<td>Summer Credits: 6</td>
<td>Summer Credits: 6</td>
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<td>TOTAL CREDITS: 102 (54)</td>
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</tbody>
</table>
Appendix D

Student Learning Outcomes

Ph.D. in Counseling and Counselor Education

Counseling and Human Services

CACREP Standard Language: “For each of the lettered standards listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.”

**Points of Assessment Across Doctoral Program:**

![Diagram of assessment points across the doctoral program]

- Admissions
- 45 Hour Review
- FPP Portfolio Review
- Clinical Qualifying Examination
- Qualifying Examination
- RAP
- Dissertation Proposal
- Dissertation Defense
### Student Learning Outcomes: Counseling Core Area

<table>
<thead>
<tr>
<th>CACREP Standards</th>
<th>Measure of Application and Knowledge</th>
<th>Competency Assessment</th>
<th>Use of Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. scholarly examination of theories relevant to counseling</td>
<td>Doctoral students complete a Clinical Qualifying Examination that requires them to evidence knowledge of counseling theories, supervision theories and models, and methods for evaluating counseling effectiveness.</td>
<td>Students prepare a written paper and complete an oral defense that includes a videotape of both counseling and clinical supervision. Three departmental faculty members conduct the Clinical Qualifying Examination and evaluate the student’s competency on related standards and congruency between stated theoretical orientation and methods with presentation of tape.</td>
<td>Faculty will review annually the dispositions of Clinical Qualifying Examinations annually in order to determine if programmatic or curricular revisions need to happen.</td>
</tr>
<tr>
<td>B. integration of theories relevant to counseling</td>
<td>Doctoral students who are conducting clinical supervision and/or providing counseling are enrolled in Doctoral Internship. Doctoral students are required to present cases and videotapes of their supervision and counseling at multiple points during each semester of Doctoral Internship.</td>
<td>Instructors of Doctoral Internship provide supervision of students’ clinical and supervisory work. Clinical skill rubrics are completed each semester.</td>
<td>Coordinator of the Doctoral Program reviews rubrics at the completion of each semester. Concerns and challenges are brought to the departmental faculty for review and consideration.</td>
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<tr>
<td>C. conceptualization of clients from multiple theoretical perspectives</td>
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<td>D. evidence-based counseling practices</td>
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<tr>
<td>E. methods for evaluating counseling effectiveness</td>
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<tr>
<td>F. ethical and culturally relevant counseling in multiple settings</td>
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Doctoral students receive site supervision during Advanced Practicum and Internship. Site Supervisors complete evaluations of doctoral students based on their clinical work. Coordinator of the Doctoral Program reviews site supervisor evaluations at the completion of each semester. Concerns and challenges are
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<tbody>
<tr>
<td><strong>In COU 878: Seminar in Counseling Theory, students are expected to complete an authoritative critical paper deconstructing a theory of your choosing that is then presented to the class.</strong></td>
<td><strong>Course instructor provides written and verbal feedback about the student’s ability to conceptualize and integrate theory.</strong></td>
<td><strong>Faculty review student performance at the end of the semester that COU 878 is offered. Programmatic and curricular revisions are made if needed. Student development plans are developed if necessary.</strong></td>
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</tr>
<tr>
<td><strong>During the second semester of doctoral work, students participate in a formal 45-hour review in which their counseling skill development is examined and evaluated.</strong></td>
<td><strong>The majority of departmental faculty meet with individual doctoral students during their second semester. Feedback specific to performance in the counseling role is provided. If appropriate, specific areas of ongoing development are identified.</strong></td>
<td><strong>Faculty will review emergent student development plans as appropriate.</strong></td>
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</tbody>
</table>
### Student Learning Outcomes: Supervision Core Area

<table>
<thead>
<tr>
<th>CACREP Standards</th>
<th>Measure of Application and Knowledge</th>
<th>Competency Assessment</th>
<th>Use of Assessment Data</th>
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</thead>
<tbody>
<tr>
<td>A. purposes of clinical supervision</td>
<td>Doctoral students complete a Clinical Qualifying Examination that requires them to evidence knowledge of counseling theories, supervision theories and models, personal style of clinical supervision, skills of supervision, and assessment of developmental levels.</td>
<td>Students prepare a written paper and complete an oral defense that includes a videotape of both counseling and clinical supervision. Three departmental faculty members conduct the Clinical Qualifying Examination and evaluate the student’s competency on related standards and congruency between stated clinical supervision model and theoretical framework with presentation of tape.</td>
<td>Faculty will review annually the dispositions of Clinical Qualifying Examinations annually in order to determine if programmatic or curricular revisions need to happen.</td>
</tr>
<tr>
<td>B. theoretical frameworks and models of clinical supervision</td>
<td>Doctoral students who are conducting clinical supervision and/or providing counseling are enrolled in Doctoral Internship. Doctoral students are required to present cases and videotapes of their supervision and counseling at multiple points during each semester of Doctoral Internship.</td>
<td>Instructors of Doctoral Internship provide supervision of students’ clinical and supervisory work. Supervision Competency Rubrics are completed each semester.</td>
<td>Coordinator of the Doctoral Program reviews rubrics at the completion of each semester. Concerns and challenges are brought to the departmental faculty for review and consideration.</td>
</tr>
<tr>
<td>C. roles and relationships related to clinical supervision</td>
<td>Doctoral students complete supervision notes that include features of supervisees’ developmental level, ethical and culturally</td>
<td>Instructors of Advanced Practicum and Doctoral Internship review the supervision notes on an ongoing and continual basis.</td>
<td>Coordinator of the Doctoral Program reviews supervision notes at the completion of each semester. Concerns and challenges are</td>
</tr>
<tr>
<td>Relevant strategies for supervision, models and theories of supervision, and their own development as a supervisor.</td>
<td>In COU 874, students provide clinical supervision to two supervisees and receive group and individual supervision of that clinical supervision.</td>
<td>During the second semester of doctoral work, students participate in a formal 45-hour review in which their clinical supervision skill development is examined and evaluated.</td>
<td>Faculty annually discuss the use of technology in clinical supervision in the department.</td>
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<tr>
<td>Doctoral students utilize the SIMULATIONiQ Counseling technology platform for recording and analyzing clinical supervision tapes.</td>
<td>Instructors of Advanced Practicum and Internship review student’s appropriate use of technology within supervision.</td>
<td>The majority of departmental faculty meet with individual doctoral students during their second semester. Feedback specific to performance in the supervision role is provided. If appropriate, specific areas of ongoing development are identified.</td>
<td>Faculty review student performance at the end of the semester that COU 878 is offered. Programmatic and curricular revisions are made if needed. Student development plans are developed if necessary.</td>
</tr>
<tr>
<td>Faculty will review emergent student development plans as appropriate. Doctoral coordinator will be responsible for ensuring competencies are met as identified in development plan.</td>
<td>Faculty review student performance at the end of the semester that COU 878 is offered. Programmatic and curricular revisions are made if needed. Student development plans are developed if necessary.</td>
<td>Faculty will review emergent student development plans as appropriate. Doctoral coordinator will be responsible for ensuring competencies are met as identified in development plan.</td>
<td>Faculty will review emergent student development plans as appropriate. Doctoral coordinator will be responsible for ensuring competencies are met as identified in development plan.</td>
</tr>
</tbody>
</table>
### CACREP Standards

<table>
<thead>
<tr>
<th>A. roles and responsibilities related to educating counselors</th>
<th>B. pedagogy and methods relevant to counselor education</th>
<th>C. models of adult development and learning</th>
<th>D. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education</th>
<th>E. effective approaches for online instruction</th>
<th>F. screening, remediation and gatekeeping functions relevant to teaching</th>
<th>G. assessment of learning</th>
<th>H. ethical and culturally relevant strategies used in counselor preparation</th>
<th>I. the role of mentoring in counselor education</th>
</tr>
</thead>
</table>

### Measure of Application and Knowledge

- Doctoral students participate in the Future Professoriate Program (FPP) at Syracuse University. As part of this program, they complete a Teaching Experience that is mentored by a departmental faculty member.

### Competency Assessment

- Faculty mentor for the FPP provides ongoing feedback on instructional and curriculum design, delivery, and pedagogical methods and approaches. Teaching Competence Rubric is completed by faculty mentor.

### Use of Assessment Data

- Faculty will review semesterly the FPP mentoring process. Potential action steps will be identified.

- Doctoral students complete a FPP Portfolio towards the end of their doctoral program.

- Faculty members review the FPP Portfolio as does the SU unit associated with the FPP.

- Coordinator of the Doctoral Program reviews rubrics at the completion of each semester. Concerns and challenges are brought to the departmental faculty for review and consideration.

- Doctoral students complete COU 8xx Experiential and Constructivist Pedagogy in Counselor Education. A requirement of that course includes master’s level teaching across the semester.

- Live supervision is conducted of the students’ teaching. Teaching sessions are recorded and then integrated into group supervision during class time of COU 8xx. Instructor of COU 8xx completes Teaching Competence Rubrics

- Faculty review student performance at the end of the semester that COU 8xx is offered. Programmatic and curricular revisions are made if needed. Student development plans are developed if necessary.
<table>
<thead>
<tr>
<th>Doctoral students complete a minimum of 200 hours of doctoral internship focused on teaching. A required component of the teaching-focused internship is online instruction.</th>
<th>Faculty associated with courses in which doctoral students co-instruct will complete the Teaching Competence Rubrics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the second semester of doctoral work, students participate in a formal 45-hour review in which their teaching skill development is examined and evaluated.</td>
<td>The majority of departmental faculty meet with individual doctoral students during their second semester. Feedback specific to performance in the teaching role is provided. If appropriate, specific areas of ongoing development are identified.</td>
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<tr>
<td>Faculty will review emergent student development plans as appropriate. Doctoral coordinator will be responsible for ensuring competencies are met as identified in development plan.</td>
<td></td>
</tr>
</tbody>
</table>
### Student Learning Outcomes: Research and Scholarship Core Area

<table>
<thead>
<tr>
<th>CACREP Standards</th>
<th>Measure of Application and Knowledge</th>
<th>Competency Assessment</th>
<th>Use of Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. research designs appropriate to quantitative and qualitative research questions</td>
<td>Doctoral students complete a Research Apprenticeship Project. An IRB needs to be completed as well as a final manuscript submitted for publication.</td>
<td>RAP supervisor evaluates student competence in research question development, research design, IRB protocol, implementation, analysis, and professional writing. Formal documentation of RAP satisfactory completion are completed at CHS and SOE level.</td>
<td>Faculty review student performance at the end of the semesters in which RAP(s) are completed. Programmatic and curricular revisions are made if needed. Student development plans are developed if necessary.</td>
</tr>
<tr>
<td>B. univariate and multivariate research designs and data analysis methods</td>
<td>Doctoral students complete a dissertation. An IRB needs to be completed as well as research questions developed, research design created, data collected, data analyzed, and results framed in professional writing.</td>
<td>Three departmental faculty members serve on dissertation committee. They mentor and ensure a level of research competence. Two SOE readers objectively review the rigor of dissertation research for our doctoral students.</td>
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<tr>
<td>C. qualitative designs and approaches to qualitative data analysis</td>
<td>Doctoral students actively submit proposals and present at professional conferences.</td>
<td>Faculty members review student engagement in this domain at the 45 hour review and also through advising.</td>
<td>On an annual basis, departmental faculty members review doctoral student engagement at professional conferences.</td>
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<tr>
<td>D. emergent research practices and processes</td>
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<tr>
<td>E. models and methods of instrument design</td>
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<td>F. models and methods of program evaluation</td>
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<td>G. research questions appropriate for professional research and publication</td>
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<td>H. professional writing for journal and newsletter publication</td>
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<td>I. professional conference proposal preparation</td>
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<td>J. design and evaluation of research proposals for a human subjects/institutional review board review</td>
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<tr>
<td>K. grant proposals and other sources of funding</td>
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<tr>
<td>L. ethical and culturally relevant strategies for conducting research</td>
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<tr>
<td>Doctoral students complete a Written Qualifying Examination that includes research design, methodology, and emergent research practices.</td>
<td>Faculty members evaluate student performance on Written Qualifying Examinations. Students must meet benchmarks of competence to pass the examination.</td>
<td>Faculty will review annually the dispositions of Written Qualifying Examinations annually in order to determine if programmatic or curricular revisions need to happen.</td>
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<tr>
<td>In the first semester of COU 910 Advanced Doctoral Research Seminar, doctoral students are required to submit a conference proposal.</td>
<td>Instructor of COU 910 will evaluate conference proposal and provide formative feedback.</td>
<td>At the completion of COU 910, the instructor will update faculty on student performance and identify areas of training that need to be enhanced, revised, or added.</td>
<td></td>
</tr>
<tr>
<td>In the second semester of COU 910 Advanced Doctoral Research Seminar, doctoral students are required to submit a manuscript appropriate for professional publication. They must integrate feedback from the instructor and resubmit it.</td>
<td>Instructor of COU 910 will evaluate manuscripts in terms of their appropriateness and viability for professional journal publication.</td>
<td>At the completion of COU 910, the instructor will update faculty on student performance and identify areas of training that need to be enhanced, revised, or added.</td>
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<tr>
<td>In the final semester of COU 910 Advanced Doctoral Research Seminar, doctoral students are required to prepare and submit a funding proposal.</td>
<td>Instructor of COU 910 will evaluate grant funding proposal and provide formative feedback.</td>
<td>At the completion of COU 910, the instructor will update faculty on student performance and identify areas of training that need to be enhanced, revised, or added.</td>
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</tr>
<tr>
<td>During the second semester of doctoral work, students participate in a formal 45-hour review in which their research skill development is</td>
<td>The majority of departmental faculty meet with individual doctoral students during their second semester. Feedback specific to</td>
<td>Faculty will review emergent student development plans as appropriate. Doctoral coordinator will be responsible for ensuring</td>
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<tr>
<td>examined and evaluated.</td>
<td>performance in the scholarship role is provided. If appropriate, specific areas of ongoing development are identified.</td>
<td>competencies are met as identified in development plan.</td>
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</tbody>
</table>
# Student Learning Outcomes: Leadership and Advocacy Core Area

<table>
<thead>
<tr>
<th>CACREP Standards</th>
<th>Measure of Application and Knowledge</th>
<th>Competency Assessment</th>
<th>Use of Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. theories and skills of leadership</td>
<td>In COU 882 Seminar in Professional Issues in Counseling, students complete an Advocacy Project that evidences models and competencies for advocating at the individual, system, and policy levels.</td>
<td>Instructor for COU 882 evaluates the Advocacy Project based on advocacy competencies.</td>
<td>Faculty review student performance at the end of the semester that COU 882 is offered. Programmatic and curricular revisions are made if needed. Student development plans are developed if necessary.</td>
</tr>
<tr>
<td>B. leadership and leadership development in professional organizations</td>
<td>In COU 8xx Reflexive Leadership, students complete a Leadership Project that evidences roles, strategies, and theories of leadership applied to a system of impact.</td>
<td>Instructor for COU 8xx evaluates the Leadership Project based on roles, strategies, and effectiveness.</td>
<td>Faculty review student performance at the end of the semester that COU 8xx is offered. Programmatic and curricular revisions are made if needed. Student development plans are developed if necessary.</td>
</tr>
<tr>
<td>C. leadership in counselor education programs</td>
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<tr>
<td>D. knowledge of accreditation standards and processes</td>
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<td>E. leadership, management, and administration in counseling organizations and other institutions</td>
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<tr>
<td>F. leadership roles and strategies for responding to crises and disasters</td>
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<td>G. strategies of leadership in consultation</td>
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<td>H. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession</td>
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<tr>
<td>I. role of counselors and counselor educators advocating on behalf of the profession and professional identity</td>
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<tr>
<td>J. models and competencies for advocating for clients</td>
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</table>
at the individual, system, and policy levels
K. strategies of leadership in relation to current multicultural and social justice issues
L. ethical and culturally relevant leadership and advocacy practices

Doctoral students complete a Written Qualifying Examination that includes leadership and advocacy standards.

Faculty members evaluate student performance on Written Qualifying Examinations. Students must meet benchmarks of competence to pass the examination.

Faculty will review annually the dispositions of Written Qualifying Examinations annually in order to determine if programmatic or curricular revisions need to happen.
During the second semester of doctoral work, students participate in a formal 45-hour review in which their leadership and advocacy skill development is examined and evaluated. The majority of departmental faculty meet with individual doctoral students during their second semester. Feedback specific to performance in the leadership and advocacy role is provided. Students are encouraged to assume professional association leadership if not already accomplished. If appropriate, specific areas of ongoing development are identified. Faculty will review emergent student development plans as appropriate. Doctoral coordinator will be responsible for ensuring competencies are met as identified in development plan.

Necessary Action Steps:
- Update Clinical Qualifying Examination to reflect additional CACREP standards (i.e. methods for evaluating effectiveness, ethical and cultural relevance) and to include supervision.
- Develop a rubric to capture specific standards assessed in Clinical Qualifying Examination and in Doctoral Internship.
- Develop teaching rubric for co-instructing experiences and in Pedagogy course. Include online instruction as component of teaching.
- Require online teaching experience in internship.
- Revise Site Supervisor Evaluation to be congruent with current CACREP standards and departmental expectations.
- Revise Written Qualifying Exams to be more aligned with 2016 CACREP standards. Add a dimension on Leadership and Advocacy to our Written Qualifying Examinations.
- Create standing competence check ins in faculty meetings (use benchmarks in SIMULATIONIQCounseling?)
- Add Advocacy project to COU 882
- Add Leadership project to COU 8xx