



Department of Counseling and
Human Services

Doctoral Program Handbook 2022 - 2023

Counseling and Counselor Education

Counseling and Human Services
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Handbook Acknowledgement Form

I acknowledge that I have read the 2022-2023 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 Code of Conduct Standards. I understand that the information and policies in the Handbook is subject to change based on programmatic need, and that the Department Chair will alert me to any changes within this information or policy. 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.

You must indicate that you agree to all the above statements. Go to the following link and complete the form to indicate your agreement:

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Section I: Department Orientation and 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. 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 client's 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.

Department Program Signatures

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 facilitate 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.

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 ethics, evidence-based practices, and 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, supervision, teaching, and leadership, and how social systems impact culture.
3. Demonstrate knowledge and skill in the area of clinical supervision, including theories, models, assessment, evaluation, gatekeeping, and how supervision shapes skills and reinforces preferred practices.
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 counseling practice, clinical supervision, teaching, and research.
6. Demonstrate advanced competence in theory construction and scholarly examination of theories, 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, including adult learning, curricular development and evaluation, gatekeeping, student learning outcome assessment, and mentoring.
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 consultation, accreditation practices, professional associations, and management of counseling institutions.

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, counselor educators, and supervisors 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 and School 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. The chapter faculty advisor for Sigma Upsilon is Dr. Brittany Williams. For more information about CSI, please contact Dr. Williams or visit csi-net.org.

Counselors for Social Justice

Counselors for Social Justice (CSJ) is a division of the American Counseling Association that works "to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and our clients and to assist in the positive change in our society through the professional development of counselors" (CSJ Mission). The Syracuse University Chapter of CSJ was established in 2017 and is registered with the Graduate Student Organization at Syracuse. We strive to participate in and help build grassroots efforts in our community that promote social justice and systemic wellness for our client constituencies in and around Syracuse. In addition to local engagement, our Chapter of CSJ strives to participate in political advocacy on a larger scale, such as writing to Senators to promote health care legislation, which will ultimately affect counseling at large. If this work is of interest to you or you would like more information about CSJ, please contact Dr. Melissa Luke or visit the CSJ website at counseling-csj.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 American Counseling Association (ACA) and one of its many divisions. You may also join the American School Counselor Association (ASCA), the American College Counseling Association (ACCA), or the American Mental Health Counseling Association (AMHCA) without being a member of ACA. 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.

Information and applications are available in the Counseling and Human Services office or by contacting these organizations directly:

- American College Counseling Association: collegecounseling.org
- Association for Humanistic Counseling: afhc.camp9.org
- American Counseling Association (ACA): counseling.org, 1-800-347-6647
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE): saigecounseling.org
- Association for Multicultural Counseling & Development (AMCD): multiculturalcounselingdevelopment.org
- American Mental Health Counseling Association (AMHCA): amhca.org
- Counselors for Social Justice: counseling-csj.org
- American Rehabilitation Counseling Association arcaweb.org
- New York Counseling, Association, Inc.: 518-463-1822
- American School Counselor Association (ASCA): schoolcounselor.org
- NY Mental Health Counselor Association: nymhca.org, 1-800-4NYMHCA
- Association for Assessment and Research in Counseling: aarc-counseling.org
- NY School Counselor Association: nyssca.org, 1-877-NYSSCA1
- Association for Counselor Education and Supervision (ACES): acesonline.net
- North Atlantic Region of the Association for Counselor Education and Supervision (NARACES): naraces.org

Program Orientation

The Department of Counseling and Human Services conducts a Program Orientation during the week before classes start in fall semester for all recently matriculated master's students. Attendance is mandatory, and the intent of the Orientation is to provide a framework of the departmental values and professional expectations, build collaborative relationships, and address logistical and programmatic issues and questions.

Section II: Departmental Policies, Procedures, and Practices

This Master's Student Handbook is designed to be used in conjunction with the [Graduate Course Catalog](#) and the [School of Education Master's Orange Book](#). This Handbook is not intended as a replacement for these documents. These official documents are revised periodically. It is the student's responsibility to obtain the latest editions of these documents.

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:

- Will actively seek opportunities to meet with prospective students who represent diverse cultural groups, belief systems, and abilities.
- Will work to increase the likelihood that underrepresented CHS master's students receive scholarships.
- 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 explore and identify 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 (Optional. Not Required)
- 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 November 1st 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. Derek Seward, doctoral program 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- or third-year doctoral students. Graduate Assistants work 20 hours (full-time) per week, receive a stipend, options for reduced cost health benefits, and remission of tuition for 24 credits per year. The standard application of credits are as follows: 9-Fall, 9-Spring, and 6-Summer. Any changes to this will not be done without your advisor's approval; contact Sindy Pitts, CHS Secretary, to complete the necessary paperwork upon approval. Graduate assistantships are awarded annually but reviewed every semester to determine if you are meeting your graduate assistant requirements. Your graduate assistantship is not guaranteed. Not meeting your responsibilities can result in loss of your graduate assistantship.

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, and teaching COU undergraduate courses.

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 do not 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 the 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, research invitations, and so much more. Students **must** join the listserv from their **syr.edu email account**. All Official SU communication will also be through your SU email account only. To be added:

- 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.

Personal Counseling Services

Training to become a counselor often stimulates personal, unresolved issues in students. It is the recommendation of the faculty that students seek out counseling when such issues emerge or as a part of enhancing one's lived experience. In addition to counselors in the private sector, the following are services available on campus:

- *The Counseling Center* (The Barnes Center at The Arch) provides short-term individual and group counseling on personal and psychological concerns. Services are free to students who have paid the Health and Wellness Fee. (315) 443-8000.
- *Psychological Services Center* (804 University Ave, Rm 201) provides individual counseling for students and community members. (315) 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 their 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. Applications for the SOE and Department funding need to be submitted prior to the conference. 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. The application forms for funding support change on a yearly basis, contact Sindy to ensure you have the correct form.

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 the Department of Counseling and Human Services' chapters of Counselors for Social Justice (CSJ), the Sigma Upsilon chapter of Chi Sigma Iota (CSI) 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 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 online (myslice.syr.edu).

Prior to registration every semester you will be sent a Schedule of CHS Doctoral Classes with the links associated to the specific class. Go to the link and submit the requested information. If you cannot register for the class within a maximum 2 - 3 week period of time from submission of information, then there was something wrong with your submission. It is the student's responsibility to ensure that the information is correct when submitting for permissions. For recommended course sequencing for full-time students, please consult Appendices A and B.

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

The Department of Counseling and Human Services is dedicated to working with students with disabilities and welcomes the enactment of necessary support and accommodations. Students with disabilities must contact the Center for Disability Resources to develop an accommodation plan. Students with accommodations due to a documented disability should inform the course instructor no later than, or if possible, before the first week of classes to request necessary accommodations. You can learn more and contact them at disabilityresources.syr.edu.

Course Waivers

Course waivers may be granted based on prior 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 in the Ph.D. in Counseling and Counselor Education meet waiver criteria, our students typically petition to have the course waived. The petition is typically processed along with the paperwork

reporting your candidacy exam results. Your advisor can provide clarification if needed.

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 providing Supervision or Counseling as part of Internship continuously enroll in COU 950 (0 or 3 credits) in fall, spring, and summer semesters. Whether a doctoral student is taking COU 950 for 0 or 3 credits, they are required to attend class and complete all course assignments.

For Doctoral students who have not achieved A.B.D. status:

You may register for GRD 998 for four semesters without paying a fee. Upon your fifth registration for GRD 998, you will be assessed a \$500 fee. The GRD 998 fee policy recognizes the role of faculty in advising, mentoring, and supporting graduate students even when not enrolled in classes AND has the added effect of encouraging students to complete their coursework. If you have completed seven years in the program, and have not yet achieved A.B.D. status, the GRD 998 fee gives way to the Graduate School requirement of registering for one credit of EDU 999 or GRD 991 each fall and spring semester until A.B.D. status is achieved. You would be required to pay for the one credit hour. In this situation, approval for you to stay active will depend on departmental/program review.

For Doctoral students who have achieved A.B.D. status:

Once you achieve A.B.D. status, a five-year window for completion of the dissertation is opened. You will have to register for EDU 999 (at regular tuition rates) OR for GRD 998 (with no fee) to remain active in the University system. If you extend beyond the five-year window, you may petition to the senior assistant dean to extend your eligibility. That may be granted, with the requirement that you register for an additional one credit of EDU 999 for each fall and spring semester until you have completed your dissertation.

During the dissertation phase, you are required to register for a minimum of 9 dissertation credits (EDU 999). Your dissertation must be defended within five calendar years of advancement to candidacy (completion of qualifying examination). You are expected to maintain continuous registration until your dissertation is successfully defended. During this five-calendar year time frame, you will be exempt from paying the \$500 fee once you have registered for the total number of dissertation credits as indicated on the formal program of study.

Liability Insurance

All students are required to purchase individual professional liability insurance when

enrolled in COU 644 - PrePracticum, COU 645 - PrePracticum II, COU 750 - Practicum and COU 790 - Internship.

There are several professional counseling organizations that offer professional counselor liability insurance as a provided benefit with membership or at a low-cost. Below are a few options:

- American Counseling Association: [counseling.org/membership/liability-insurance](https://www.counseling.org/membership/liability-insurance)
- American School Counseling Association: [schoolcounselor.org/Membership/Proof-of-Insurance](https://www.schoolcounselor.org/Membership/Proof-of-Insurance)
- American Mental Health Counselors Association: [amhca.org/members/liabilityinsurance](https://www.amhca.org/members/liabilityinsurance)

Healthcare Providers Service Organization: [hpso.com/Insurance-for-you/Students-recent-graduates](https://www.hpso.com/Insurance-for-you/Students-recent-graduates)

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 an “Incomplete Grade Request” 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 because 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. Students should review the [School of Education Orange Book](#) to request a formal grade change (see section entitled School of Education Student Grade Appeal Process). 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, Amie Redmond.

Grievance Procedure

If a student believes that they have 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 (amredmon@syr.edu) located at 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 sit for the clinical qualifying exam where they evidence their advanced clinical and supervisory competence and theoretical integration. To register for the exam the student must fill out the Application for Doctoral or C.A.S. Qualifying Examination form (see Orange Book). 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 with clients and supervisees. Students will prepare a comprehensive and theoretically grounded paper and complete an oral defense that includes a videotape of either counseling or 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 take the written qualifying exam no later than 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 their 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 their 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 professional development plan. The written professional development plan needs to be approved by the entire fulltime faculty and signed by the student. The professional development 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 development plan will also indicate any course restrictions that the student may have during the remediation period. (For example, the professional development plan may restrict the student from enrolling in specific classes such as practicum or internship.) A professional development plan is an academic intervention designed to assist the student to improve their 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 their reasons for disagreeing with the faculty decision and requesting to be reinstated.

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 and professional practice standards in a CACREP master's degree core and specialty curriculum (see the Master's Program Handbook for required CACREP-required courses). When students are admitted to the doctoral program with missing courses, 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 - Seminar in Professional Issues II (3 credits)
- COU 872 - Advanced Pedagogy and Teaching of Group Work (3 credits)
- COU 860 - Advanced Practicum in Counseling (3 credits)
- COU 874 - Theory and Practice of Clinical Supervision (3 credits)
- COU 876 - Seminar in Ecological Counseling (3 credits)
- COU 878 - Seminar in Counseling Theory (3 credits)
- COU 882 - Seminar in Professional Issues I (3 credits)
- COU 950 - Doctoral Internship (6 credits minimum)

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.

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 Think 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 Think and Applications (3 credits)
- EDP 791 - Advanced Seminar in Quantitative Research Methods (3 credits)
- EDU/COU 886 - Multivariate Research Methods, or
PSY 756 - Statistical methods in Education & Psychology III (3 credits)

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., disability studies, women/gender studies, 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 two years. Exceptions include COU 950 (Doctoral Internship, offered every semester); COU 860 (Advanced Practicum, offered every semester); and certain research and statistics courses.

Course Descriptions

COU 800 Seminar in Professional Issues II: Designed for advanced counseling graduate students, this course situates research methods, as well as leadership theories and models in the profession of counseling and counselor education.

COU 872 Advanced Pedagogy and the Teaching of Group Work: An advanced graduate course that reviews instructional and learning theories, as well as assessment and feedback methods relevant to counselor education. Special attention will be given to the models and structures for teaching and supervising group work leadership.

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 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 I: 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.

COU/EDU 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 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. Students must register for and attend Internship every semester that they accruing clinical supervision, teaching, or counseling Internship hours.

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.

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, approximately 200 of the 600 hours are dedicated to advanced clinical work. Once doctoral students complete their 200 hours of advanced clinical work, they are encouraged to focus their attention on the completion of other program requirements.

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 their 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 they are unsure.
2. Inform site supervisors regularly of the current status of all cases and of the procedures they are 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 their own welfare.
4. Notify university and site supervisors immediately of any situation where they have some question of their 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 Transferring and Storage

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.

CHS students are required to utilize either the SIMULATIONiQ Counseling platform, or a 16GB (minimum) Corsair Flash Padlock Thumb Drive to secure all client data. Transfer of videos or documentation from a local device must happen within **120 hours** of the creation of the data. Upon data transfer, the session and documentation must be deleted from the device both locally and in "deleted" repositories (e.g. - trash, recycling bin). 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 other than the SIMULATIONiQ Counseling system. 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 either the SIMULATIONiQ Counseling platform or a 16GB (minimum) Corsair Flash Padlock Key Thumb Drive.

Flash Drive: Transfer and Storage

Clinical coursework requires the use of the SIMULATIONiQ Counseling platform for transferring and storing videos. If unique circumstances require transfer and storage beyond the scope of the SIMULATIONiQ Counseling system, students are required to purchase and only use a 16GB Corsair Flash Padlock 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 Secure Key Thumb Drives.

Encryption

CHS students must use the SIMULATIONiQ Counseling platform or a 16GB Corsair Flash Padlock Thumb Drive to secure their client data.

End of Semester Deletion of Data

CHS students will delete all recordings and notes stored on the 16GB (minimum) Corsair Flash Padlock Key Thumb Drive by the last day of the semester in which the student is enrolled in a clinical course. They will ensure that all data is *deleted from repositories (e.g. - trash bin, recycling)*. *The EMS system has an automatic purge schedule for recordings and notes after the semester's end date.*

Acknowledgement of CHS Policy and Procedures on Data Storage and Transferring

CHS students enrolled in clinical courses must sign the Acknowledgement Form to indicate that they understand the ethical protocol associated with data transferring and storing. The appropriate course instructor will coordinate this process.

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.

All doctoral students are required by The Graduate School to complete a one-time all-University **TA Orientation Program** in preparation for teaching during their graduate school tenure. This orientation takes place in mid-August and doctoral students should complete this in their first semester.

Doctoral students are also 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 872 Advanced Pedagogy and the Teaching of Group Work 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 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: 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.

Pre-doctoral graduate courses: 48 credits

Required doctoral courses:

Course #	Course Title	Semester	Credits
COU 800	Seminar in Professional Issues II		3
COU 872	Advanced Pedagogy & the Teaching of Group Work		3
COU 860	Advanced Practicum in Counseling		3
COU 876	Seminar in Ecological Counseling		3
COU 874	Theory & Practice of Clinical Supervision		3
COU 878	Seminar in Counseling Theory		3
COU 882	Seminar in Professional Issues I		3
COU 950	Doctoral Internship		6 min

Research sequence courses:

Course #	Course Title	Semester	Credits
EDU 603	Introduction to Qualitative Research		3
EDU 647	Statistical Thinking and Applications		3
			3
			3

Cognate:

Course #	Course Title	Semester	Credits
			3
			3
			3

Total Credits required: 96

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

Dissertation Credits: 9-15

Appendix B: Counseling and Counselor Education Comprehensive Doctoral Advising List

Description of Requirement	Complete	Date
Informal Plan of Study (by beginning of 2nd semester)		
Request official transcript of master's degree if needed		
Submit request for waiver of EDU 781 (spring semester of 1st yr)		
Apply to FPP program (spring semester of 1st year)		
Formal Program of Study (complete by spring of 2nd year)		
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 2nd year or at least one year prior to dissertation defense)		
Complete Clinical Exam (typically at end of coursework / by spring of second year; form in Orange Book)		
Register to take written Qualifying Exam (by summer following second year; form in Orange Book)		
Advisor to submit results of Qualifying Exam		
Meet with Doctoral Program Coordinator to verify completion of internship hours (typically at end of coursework/spring of 2nd yr)		
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 electronic copy 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: Doctoral Recommended Course Sequencing for 2022 Matriculated Students

Students should check with their advisor before registration each semester, as the program of study is subject to change based upon student need, availability of courses and advisor discretion.

2022-2023		2023-2024		2024-2025	
FALL SEMESTER 2022	Cr	FALL SEMESTER 2023	Cr	FALL SEMESTER 2024	Cr
COU 860 Advanced Practicum	3	COU 878 Counseling Theory	3	Dissertation	6
COU 874 Supervision	3	COU 950 Internship	3		
Research Sequence Course	3	Cognate	3		
COU 876 Ecological Counseling	3	Research Sequence Course	3		
FALL CREDITS:	12	FALL CREDITS:	12	FALL CREDITS:	12
SPRING SEMESTER 2023	Cr	SPRING SEMESTER 2024	Cr	SPRING SEMESTER 2025	Cr
COU 882 Professional Issues II	3	COU 882 Professional Issues I	3	Dissertation	6
Research Sequence Course	3	COU 950 Internship	0		
Cognate	3	Research Sequence Course	3		
COU 950 Internship	0	COU 872 Advanced Pedagogy <i>Clinical Qual. Exam</i>	3		
SPRING CREDITS:	12	SPRING CREDITS:	12	SPRING CREDITS:	12
SUMMER SEMESTER 2023	Cr	SUMMER SEMESTER 2024	Cr	SUMMER SEMESTER 2025	Cr
COU 950 Internship	3	COU 950 Internship	3		
RAP		Cognate	3		
		<i>Written Qual. Exam</i>			
SUMMER CREDITS:	6	SUMMER CREDITS:	6	SUMMER CREDITS:	6

TOTAL COURSE CREDITS: 48

TOTAL COURSE CREDITS + 48 TRANSFER CREDITS: 96

TOTAL COURSE CREDITS + 48 TRANSFER CREDITS, + DISSERTATION CREDITS: 108-1xx