



Doctoral Program Handbook 2026-2027

Counseling and Counselor Education

Counseling and Human Services Programs
Syracuse University School of Education
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Doctoral Student Handbook Acknowledgement Form

I acknowledge that I have read the 2026-2027 Doctoral Program Student Handbook including the 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 faculty 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, and ethics as the primary vehicle for doing so. I am assured timely notification and full due process if the faculty have concerns about my progress.

Syracuse University School of Education publishes this handbook annually, but the policies and procedures may be subject to change during the academic year.

You must indicate that you agree to all the above statements by completing this form:

https://syracuseuniversity.qualtrics.com/jfe/form/SV_ey8wSYpBqzZGmG2

Section I: Program Orientation and Overview

Mission Statement

The mission of the Counseling and Human Services programs is to educate and prepare the next generation of professional counselors, supervisors, counselor educators, and leaders who will have meaningful and sustained impact in their communities through commitment, excellence, and humanistic engagement. Such an impact is accomplished by readying our students to practice in a diverse, multicultural, and global society with marginalized populations in a manner that actively and diligently affirms the dignity and self-worth of all persons.

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 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 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.

Program Signatures

Our program signatures highlight our 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

We believe 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

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, we are 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, LGBTQ+ 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 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 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

We have 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 in 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 our faculty and staff. 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. We strive 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

We provide 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 Counseling and Human Services

Syracuse University has been a national leader in preparing counselors since 1931 when we introduced the Student Dean program designed to prepare women to be high school and college counselors and placement officers. Master's degree programs in guidance, established in 1937, and rehabilitation counseling, established in 1963, were among the earliest of such programs in the

United States. In 1993, these two programs merged into a single administrative unit called Counseling and Human Services. Over the years, we have continued to emphasize the preparation of professional counselors who will become leaders in the profession at the local, regional, and national levels.

We offer a Doctor of Philosophy (Ph.D.) degree in Counseling and Counselor Education and master's (M.S.) degree programs in Clinical Mental Health Counseling and School Counseling P-12 that have been accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1994. CACREP accreditation provides recognition of the quality and scope of training as well as assures students that the program is stable and committed to meeting professional benchmarks of quality. Graduating from a CACREP accredited program provides streamlined processes for certification and licensure and will be required to be a Nationally Certified Counselor as of January 1, 2022. We also offer a Certificate of Advanced Study (CAS) in School Counseling.

Counseling Faculty

Unit Lead for 2026-2027

- **Cathy Engstrom, PhD**
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Core Faculty

- **Alex Gantt-Howrey, PhD, LPC (ID), NCC**
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- **Dick Pearson**
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Chi Sigma Iota International Inc.

Our CHS programs work 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. For more information about CSI, 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 affect counseling at large. If this work is of interest to you or you would like more information about CSJ, visit the CSJ website at counseling-csj.org.

Professional Identity and Affiliation

Highly developed and engaged professional identity is a hallmark of our programs. 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. 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:

- American Counseling Association (ACA): counseling.org, 1-800-347-6647
- American College Counseling Association (ACCA): collegecounseling.org
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE): saigecounseling.org
- Association for Multicultural Counseling & Development (AMCD): <http://www.multiculturalcounseling.org/>
- American Mental Health Counseling Association (AMHCA): www.amhca.org
- Counselors for Social Justice (CSJ): counseling-csj.org
- New York Mental Health Counselors Association (NYMHCA): <http://nymhca.org/>
- American School Counselor Association (ASCA): schoolcounselor.org
- Association for Assessment and Research in Counseling (AARC): aarc-counseling.org
- NY School Counselor Association (NYSCCA): nyssca.org, 1-877-NYSSCA1
- Association for Counselor Education and Supervision (ACES): acesonline.net
- Association for Specialists in Group Work (ASGW): <http://www.asgw.org/>
- North Atlantic Region of the Association for Counselor Education and Supervision (NARACES): naraces.org
- Association for Humanistic Counseling (AHC): humanisticcounseling.org

Section II: Policies, Procedures, and Practices

This Doctoral Student Handbook is designed to be used in conjunction with the [Syracuse University Graduate Course Catalog](#) and the [School of Education Master's Degree Handbook](#). 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. 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

Our CHS programs are 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 seek funding sources for students representing underrepresented groups.
- will use their personal networks of counselor educators to recruit students who represent diverse backgrounds.
- will actively promote the program and recruit students via various opportunities such as professional listservs and conferences.
- will continue to recruit international students at the master's and doctoral levels to extend our diversity agenda to one that is global.

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 programs at Syracuse University. Therefore, academic, interpersonal, professional, leadership, and personal components are integrated in our admission decision process.

The 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
- 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).

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. Prospective students who wish to study part-time should contact the unit lead. The application materials, including the supplemental application, can be obtained through the School of Education website. Doctoral applications are reviewed by the entire full-time faculty. A positive review of the application will be followed by an

interview. Applicants must submit a writing sample, application form, supplemental application, and letters of recommendation.

Doctoral Student Support

We make a commitment upon admission of a new doctoral student to assist in securing funding for that student for a minimum of four years. Support takes the form of School of Education graduate assistantships, typically within the Counseling and Human Services program areas. Graduate Assistants work 20 hours (full-time) per week, receive a stipend, options for subsidy towards the cost of the University-sponsored medical and dental plans, 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 how the 24 credits get allocated cannot be done without a student's advisor's approval. Students also must complete and submit a form to SOE Business Services' Office that requests these credits be realigned so they can alert the Bursar's Office. A student should contact their advisor to get and complete the necessary paperwork upon approval. The form is not available on-line. Graduate assistantships are awarded annually but reviewed every semester to determine if students are meeting their graduate assistant requirements. A graduate assistantship is not guaranteed. Not meeting the graduate assistantship responsibilities can result in termination of the graduate assistantship including any tuition reduction credits that may have been offered, stipend, and subsidy towards cost of University-sponsored health insurance. Graduate assistantships are bargaining unit (Union) positions, covered by the Collective Bargaining Agreement (CBA) between Syracuse University and Syracuse Graduate Employees United (SGEU), a chapter of SEIU Local 200United.

Typical assignments for assistantships include assisting faculty in clinical supervision and with teaching master's level courses, teaching COU undergraduate courses, and possibly providing supervision to master's students.

CESNET

We strongly recommend that doctoral students join the Counselor Education and Supervision Network Listserv (or CESNET-L) or the Counselor Education and Supervision Network Discourse (or CESNET-D). You do not have to be an ACES member to join. The easiest way to join is to go to <https://cesnet.online/> and follow the prompts.

Technological Resources and Requirements

Throughout the program students are required to utilize and gain competence in the necessary resources and technology for completion of their coursework.

Resources

- Blackboard website: <https://blackboard.syr.edu/>
For more information about Blackboard at Syracuse University, visit: <https://support.atlassian.com/blackboard01/overview>
- HIPPA Compliant Zoom: <https://phi-syracuseuniversity.zoom.us/>
For more information about Zoom, visit:
https://support.zoom.com/hc/en/category?id=kb_category&kb_category=0044652787af211089a37408dabb35b8
- VALT (<https://soe-valt.syr.edu>) (Appendix D)
Each student will use the VALT Platform to:
 - Upload, watch, and review all your counseling session recordings each week when you see clients
 - Complete and upload progress notes and other documents
 - Receive supervision and clinical feedback from course instructors and doctoral supervisors
- [Field Placement Handbook](#): located on Resources for Current Students webpage in the Student Resources Section.
- [Fieldwork Placement Materials](#): located on Resources for Current Students webpage in the Fieldwork Placement Materials Section.

For technology support, students must contact the SOE Helpdesk by emailing soehelp@syr.edu and copying their course instructor. It is student's responsibility to seek timely, appropriate technological support to ensure compliance with course expectations. Students are not excused from course expectations based on their failure to resolve technological issues.

Technological Requirements

- Students must have access to a high-quality digital device to record counseling and supervision sessions, and competence in its use. All devices used for recording purposes must be password protected.

Students are required to purchase and use a 16GB Corsair Flash Padlock Thumb Drive or 16GB Aegis Secure Key Thumb Drive to store internship course (e.g., Counseling and Supervision) related data. This flash drive needs to be dedicated to the student's clinical coursework only, in that counseling videos and materials for clinical courses.

Communication

The counseling programs have 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 log on to the listserv from their syr.edu email account. All official SU communication done individually will also be through your SU email account only. 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
- 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

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.

Doctoral Program Advising

Upon admission to the Ph.D. program, each student is assigned a doctoral advisor. It is the student's right to request a change of advisor at any time during their course of study. It is also the student's responsibility to make regular contact with their advisor regarding courses to be taken and overall progress in the program.

The foundational responsibilities of the faculty advisor are:

- Address questions related to program curriculum.
- Advise the student each semester about courses to take in the subsequent semester.
- Communicate any feedback to the student that was generated as a result of faculty evaluations.
- Review the advisee's records at the time that the student registers to graduate to determine that the student has met all program requirements.
- Serve as a liaison between the program and/or the School of Education and the advisee.
- Encourage student's professional development and identity as a counselor and counselor educator.

It is the student's right to change faculty advisors at any time during their course of study. If a student would like to change advisors, the student should inform in writing the faculty advisor of record and the CHS unit lead of such a desire and provide a rationale for the request.

Because faculty are not on contract during the summer, they do not keep regular summer office hours. They will continue to respond advisee inquiries as promptly as possible. Students should consult with their advisors regarding summer and fall course schedules prior to the end of spring semester. Students are provided with an opportunity to evaluate their advising experience each year.

In addition to faculty advisors, every student has an academic advisor in the SOE Office of Academic and Student Services (ACS): Speranza Migliore, smiglior@syr.edu, 315-443-4522. Speranza assists with filing all critical administrative forms and clearing you for graduation.

Informal Plan of Study

By the end of the first semester of full-time study, the student should consult with their faculty doctoral 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 assessment for the Ph.D. in Counseling and Counselor Education.

Doctoral Dissertation

Upon entering doctoral candidacy, the student will select a dissertation advisor and committee. The advisor will be a member of the Counseling faculty. The committee composition should reflect areas of competence related to the student's choice of a dissertation topic and may faculty from counseling, elsewhere in the School of Education, and elsewhere in the University. Upon determining the nature of one's dissertation, a formal dissertation proposal must be prepared and submitted to the student's dissertation committee. The student will also appoint an Oral Exam Chair who will oversee dissertation defense and ensure procedural alignment. Oral Exam Chair should be a tenured or tenure-track faculty member from outside of CHS. The Oral Exam Chair is not required to attend the dissertation proposal meeting but will chair the final defense. Students should maintain regular communication with the dissertation committee, including the Oral Exam Chair. Once the dissertation committee is in place, candidates must develop a dissertation proposal that is discussed with and approved by the three members of your committee (dissertation advisor, two additional committee members) through a dissertation proposal defense meeting. The student should submit a signed cover sheet of the dissertation proposal to the Associate Dean for Academic Affairs. After a formal proposal defense with committee approval, the student can proceed with securing IRB approval and beginning the dissertation research.

While the doctoral dissertation is ordinarily completed in one to two years, University regulations state that it should be defended within eight calendar years from matriculation. 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](#)." Upon completion of the dissertation with approval gained from the Dissertation Committee, the student should complete the Graduate School Request for Examination form via MySlice at least three weeks before the proposed defense date. 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, current active students may apply for support to attend professional conferences through the Hackney/Bernard Professional Development Fund which grants CHS doctoral students to participate in professional learning opportunities beyond our curriculum (i.e., conferences, meetings, workshops, trainings). To be eligible, students must be matriculated in the Counseling and Counselor Education Ph.D. degree program, be currently registered, and be in good academic standing in their doctoral program of study. Doctoral students do not need to present at conferences to receive funds. Grants may be awarded up to \$400. Funds can be used for conference registration, travel, lodging, and meals. A maximum of one grant may be awarded per CHS doctoral student per fiscal year (July 1 to June 30). Formal request of application for the Hackney/Bernard Professional Development Fund should be made to the CHS Lead (Dr. Engstrom via cmengstr@syr.edu), at least one week in advance prior to the proposed conference/event to allow time for funding processing. Students must obtain approval for funding before they attend the conference. As the fund is dependent on donations, resources may vary from year to year.

Finally, students may secure funding through the Future Professoriate Program for professional development once/year, for two years. The amount of funding available varies but tends to be in the \$250 range/year.

Relationship to Master's Programs

Doctoral students serve as additional mentors for students enrolled in CHS master's programs. Among the roles doctoral students assume are group leaders, clinical supervisors, instructors, and role models within the 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 (<http://myslice.syr.edu>).

Leave of Absence

Students wishing to take a leave of absence of up to one calendar year must complete a [Leave of Absence Form](#). Upon returning from your leave of absence, you must reapply for admission by filing a Readmission prior to registering for classes. Contact Speranza Migliore (smiglior@syr.edu), SOE Graduate Advisor, to obtain this form. 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 through the regular admission process.

Academic Accommodations

Students with disabilities must contact the Center for Disability Resources (disabilityresources.syr.edu) 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 contact the Center for Disability Resources at disabilityresources@syr.edu; 804 University Avenue, Suite 303; voice number 315.443.4498; TDD 315.443.1371; fax 315.443.1312. Counseling programs and faculty are dedicated to working with students with disabilities and welcomes the enactment of necessary support and accommodations.

Course Waivers

These programs require that only graduate level courses be used to meet program curriculum requirements. Students wishing to waive a required course based on a graduate course taken elsewhere must (a) have received a grade of no less than a "B" in the course and (2) must submit a syllabus so the appropriate faculty can determine if the content is sufficiently similar to the course being waived. For matriculated students, they need to receive prior approval from their advisor in consultation with appropriate faculty about a course to substitute for a required course. Syllabi are typically required, so the faculty advisor can review course content and ensure a level of equivalency and professional preparation. Coursework completed on a pass/fail basis is not eligible for transfer, unless approved by both the Director of Graduate Studies and the dean of the Graduate School.

Waiving a required course does not carry course credit. The student who successfully waives a course will need to be advised into another course to ensure the appropriate credits are earned towards the degree.

Transfer of 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 Requirement

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, unless they have completed a minimum of 600 internship hours and met hour requirements for individual

categories of counseling, teaching, and clinical supervision. Whether a doctoral student is taking COU 950 for 0 or 3 credits, they are required to attend class and complete all course assignments.

Students must be continuously registered at Syracuse University during each fall and spring semester. If students are not registered for course work, they must register for GRD 998: Degree in Progress for 0 credit hours. They can register for GRD 998 for four semesters without paying a fee. Upon your fifth registration for GRD 998, students 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.

For Doctoral students who have achieved A.B.D. (all but dissertation) status:

Once a student achieves ABD status, they will need to maintain continuous registration during every fall and spring semester, and they should register for either dissertation credits that are needed for this program (EDU 999). If a student needs none of these credits, they should sign up for GRD 998 (with no fee except the graduate student activity fee).

Exceeding Time to Degree Requirements

If the student exceeds the eight-year limit for completing their degree, the student must, by the second semester of their eighth year, with the support of the faculty director of graduate studies and advisor, submit a petition for an extension of study for one year to the Graduate School. Additional extensions will only be granted if there are significant extenuating circumstances, with program, School of Education, and Graduate School approval. This petition must provide evidence of academic progress on the dissertation and include a detailed plan for dissertation completion within one year. Students with an approved petition from the Graduate School must register for GRD 991, which requires payment for a minimum of one credit hour per semester. If the student fails to register for GRD 991, for a given term, the student will be withdrawn from the program.

Liability Insurance

All students are required to purchase individual professional liability insurance prior to enrolling in COU 860 Advanced Practicum, COU 874 Theory and Practice of Supervision, when completing counseling hours for COU 950 Doctoral Internship, and when completing clinical supervision with master's students. 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 School Counseling Association:
<https://www.schoolcounselor.org/Membership/Proof-of-Insurance>
- American Mental Health Counselors Association:
<https://www.amhca.org/members/liabilityinsurance>
- Healthcare Providers Service Organization:
<https://www.hpsso.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 instructor will submit an incomplete grade and indicate a date when the outstanding work is due. It is policy that a student carrying two grades of incomplete may not register for additional coursework until the incomplete courses have been completed.

Endorsement Policy

Students who successfully complete all requirements for the Doctoral degree will receive formal endorsement in their area of specialization by the faculty of the training program. Formal endorsement includes recommendation for applicable licensure or certification and employment across relevant settings. Students will receive formal program endorsement only in that program for which they have met training requirements. Successful completion of a program means the completion

of all didactic and experiential course work - including internship, passing qualifying assessments, and is marked by performance sufficient to ensure that the candidate possesses the knowledge, skills, and dispositions necessary for ethical provision of services to clients/students in the setting for which endorsement is made. To seek for professional endorsement, students may reach out to CHS Field Placement Coordinator, Dr. Meredith Snieckus, or their faculty advisor.

Syracuse University Inclusion Policies

Please visit Syracuse University's Office of People and Culture:

<https://diversity.syracuse.edu/resources-faq/policies/>

Qualifying Assessment

Doctoral Qualifying Comprehensive Portfolio

CACREP SECTION 6. A.6. Doctoral students complete a qualifying assessment to demonstrate comprehensive knowledge as outlined in the doctoral curriculum standards.

Counseling

KPI: Demonstrate advanced understanding of one or more professional counseling theories (Knowledge)

- Course artifacts - must include GRADED/EVALUATED paper(s) by corresponding course instructor.
 - COU 878 Advanced Theories, Theory Paper - KPI time 1 (knowledge)
- Portfolio Artifacts - completed by the end of second semester in the program
 - Counseling orientation paper - no more than 10 double-spaced pages; may include following components
 - Theoretical orientation
 - Application of the articulated orientation to practice (e.g., advanced practicum and internship), with consideration of diversity, equity, inclusion, and accessibility of clients served.
 - Synthesis statement - next steps in professional growth and development as a counselor
 - Counseling Essay (i.e., the original Qualifying Exam Q#4) - KPI time 2 (knowledge)
 - Due by the end of the spring semester prior to Dissertation - 4-6 pages
 - Students should take initiative to request essay prompt from faculty advisor; after receiving the prompt, student will submit their response essay within one month.

Teaching

KPI: Design and deliver graduate-level coursework in counselor education (Skills)

- Course artifacts
 - COU 800 (Advanced Pedagogy) - Teaching demonstration - Teaching Rubric filled out by course instructor - KPI time 1 (skills)
 - COUN 950 Doc Internship - Teaching Rubric completed by faculty supervisor who conducts a teaching observation during internship requirements (could be co-teaching a course or drop-in observation) - KPI time 2 (skills)
- Portfolio Artifacts - completed during spring before Dissertation
 - Teaching philosophy -2-3 double spaced pages
 - In this essay, students will describe their philosophy to teaching and instruction and offer concrete examples to support such philosophy;
 - Students are expected to discuss their pedagogical framework, strategies, and examples with consideration of diversity, equity, inclusion, and accessibility of students served.
 - Teaching materials that summarize students' records of teaching, student evaluations, lesson plans and materials, faculty observation rubrics and/or letters (may overlap with portfolio materials that student submit for FPP).

Supervision

KPI: Demonstrate skills that promote supervisee competence related to process, conceptualization, and personalization (Skills).

- Course artifacts
 - COU 874 Supervision - Faculty Assessment of Supervision Skills Form - KPI time 1 (skills) - completed by course instructor
 - COU 950 Doc. Internship - Faculty Assessment of Supervision Skills Form - KPI time 2 (skills) - completed by supervisor-of-supervision
- Portfolio Artifacts - completed by the end of the spring semester prior to Dissertation.
 - Supervision orientation paper - no more than 10 double-spaced pages; may include following components:
 - Supervision philosophy
 - Application of articulated supervision philosophy to practice (use examples to support discussion), with consideration of diverse supervisee needs and characteristics.
 - Synthesis statement - next steps in professional growth and development as a clinical supervisor

Leadership and Advocacy

KPI: Demonstrate knowledge of contemporary issues related to the profession of counseling and/or those served by the profession. (Knowledge)

- Course artifacts - must include GRADED/EVALUATED paper by course instructor
 - COU 882 Prof. Issues I - Contemporary Issue Paper - KPI time 1 (knowledge)
- Portfolio Artifacts - completed by the end of the spring semester prior to Dissertation.
 - Leadership and advocacy philosophy paper - 8-10 double-spaced pages; may include following components:
 - Leadership and advocacy philosophy
 - Summary of leadership and advocacy skills, experiences, development until now. Students are encouraged to pursue leadership roles affiliated with CSI or other national and regional counseling organizations. Students may opt to attach materials related to leadership application as supplemental documents of this paper.
 - Synthesis statement - next steps in the student's growth and development as a leader and advocate
 - Leadership and Advocacy Essay - responds to provided prompt on a Contemporary Professional Issue (i.e., the original Qualifying Exam Q#3); keep response between 8-10 double spaced pages - KPI time 2 (knowledge)
 - Completed by the end of the spring semester prior to Dissertation
 - Student should take initiative to request essay prompt from their doctoral advisor; after receiving the prompt, student will submit their response essay within one month.

Research

KPI: Demonstrate academic/professional quality writing skills suitable for journal or newsletter publication (Skills)

- Course artifacts - must include GRADED/EVALUATED paper(s) by course instructor
 - COU 800 (Seminar in Professional Issues II) - Scholarly writing manuscript development - KPI time 1 (skill)
- Portfolio Artifacts - completed by the end of the spring semester prior to Dissertation
 - Statement of Research-4-7 double-spaced pages; may include following components
 - Description of research interests and agenda
 - Summary of research knowledge (i.e., courses taken), skills, experiences, development until now
 - Synthesis statement - next steps in the student's growth and development as a researcher
 - Research products: examples can include peer-reviewed publications; unpublished scholarly manuscripts that convey students' scholarly thinking and writing skills;

conference presentations that focus on scholarship; grant application records if applicable.

- Dissertation: a dissertation rubric will be filled out by Dissertation Chair - KPI time 2 (skill)

Cognate Paper

- On top of the above materials required for each of the five CACREP categories, students will write a Cognate Paper (10-12 double spaced pages). - completed by the end of the spring semester prior to Dissertation. Through this paper, students will:
 - Articulate their Cognate area
 - Demonstrate a concise and critical review of courses taken to fulfill Cognate
 - Provide a thoughtful reflection of how the Cognate has supported growth and development in the student's professional development in the areas of counseling, teaching, supervision, research, and leadership and advocacy.

Instructions for Portfolio Organization, Submission, and Oral Exam

- Student should treat portfolio as an ongoing, in progress work till after successful completion of all portfolio components other than Dissertation.
- Student will manage an electronic folder as well as subfolders to organize materials required for this comprehensive portfolio. Students are allowed flexibility with organization; however, contents of the portfolio should necessitate accessibility, readability, and good flow.
- Student should Include course artifacts (i.e., KPIs), portfolio artifacts, and essays (wherever applicable):
 - KPI (Key Performance Indicator): learning outcome assessed at least twice that serves as basis of our review of your development over time;
 - Portfolio artifacts: statements of theoretical orientation or philosophy, summary of skills and experience, and synthesis of your development and vision in each of the five core areas. Portfolio artifacts showcase your holistic development in each core area and often serve as the foundation for counselor education faculty applications.
- Student is responsible to track progresses of their E-portfolio and ensure completion of individual items following specified deadline. Although the Candidacy Committee (see description below) may not engage a comprehensive review and disposition of the portfolio until the end of Spring semester prior to Dissertation, students should alert their doctoral advisor of completion of items specified at various points of time.
- The entire comprehensive portfolio is due by the end of the semester (i.e., end of Fall or Spring) before Dissertation.
- Student should submit their portfolio using an online format such as One Drive, confirm receipt, and accessibility of materials with their Candidacy Committee.
- Student is responsible to form their Candidacy Committee, consisting of three Counseling and Counselor Education faculty members, who will be responsible to review their portfolio and provide a collective disposition related students' readiness to move into ABD status.
 - Disposition Categories: Pass, Requesting for Revisions or Additions of Materials, Fail
- Student, in collaboration with their doctoral advisor, will schedule an oral exam following submission of their portfolio. Student should allow at least two weeks for the Candidacy Committee to review their portfolio. The oral exam should be conducted by the end of the semester prior to Dissertation. For instance, students who follow the recommended course sequence should submit their portfolios and schedule their oral exam by the end of spring semester before engaging Dissertation; students who are on part-time status or wish to be more flexible with their program of study should consult their advisors to determine timeline for submitting their portfolios.
- Students should plan to allocate two hours for the oral exam.

Qualifying Portfolio Checklist

Completion Checklist:

Counseling

- _____ COU 878 Advanced Theories, Theory Paper*
- _____ Counseling Orientation Paper (no more than 10 double-spaced pages)
- _____ Counseling Essay

Teaching

- _____ COU 800 (Adv. Pedagogy) Teaching demonstration, Teaching Rubric filled out by course instructor*
- _____ COUN 950 Teaching Internship, Teaching Rubric completed by faculty supervisor who conducts a teaching observation during internship requirements*
- _____ Teaching Philosophy Statement (2-3 double spaced pages)
- _____ Teaching materials summarizing students' records of teaching, student evaluations, lesson plans and materials, faculty observation rubrics and/or letters (may overlap with portfolio materials that student submit for FPP)*

Supervision

- _____ COU 874 Supervision - Faculty Assessment of Supervision Skills Form completed by course instructor*
- _____ COU 950 Supervision Internship - Faculty Assessment of Supervision Skills Form completed by supervisor-of-supervision*
- _____ Supervision orientation paper (no more than 10 double-spaced pages)

Leadership and Advocacy

- _____ COU 882 Prof. Issues I - Contemporary Issue Paper Rubric completed by course instructor*
- _____ Leadership and Advocacy Philosophy Paper (8-10 double-spaced pages)
- _____ Leadership and Advocacy Essay (between 8-10 double spaced pages)

Research

- _____ COU 800 (Prof. Issues II) - Scholarly writing manuscript development graded paper by course instructor*
- _____ Statement of Research (4-7 double-spaced pages)
- _____ Research products: examples can include peer-reviewed publications; unpublished scholarly manuscripts that convey students' scholarly thinking and writing skills; conference presentations that focus on scholarship; application for research award(s); grant application records if applicable.*
- ___N/A___ **Dissertation:** a dissertation rubric will be filled out by Dissertation Chair [Note. This item will be checked after student defends their dissertation]

Cognate Paper

- _____ Cognate Paper (10-12 double spaced pages)

*Note. *indicates items already graded or evaluated. All items must be checked off, except dissertation, before scheduling qualifying defense meeting.*

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.

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.

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 Dismissal:** The School of Education requires all graduate students to earn a minimum cumulative GPA of 3.0 (4.0 scale) in order to graduate. If at any time the student's cumulative GPA falls before 2.8, the student's matriculated status may be cancelled by the Graduate School, upon recommendation of the student's academic program. Additional requirements are stated in the School of Education's Graduate Academic Dismissal Policy and in program documents. Failure to meet those additional requirements also constitutes grounds for program dismissal. Reasons for dismissal include, and are not limited to: failure to pass comprehensives examination; failure to develop appropriate professional skills and dispositions; failure to meet program and professional ethics and standards of practice; student impairment; academic dishonesty and other forms of professional misconduct. When a student is judged not to have met program requirements, the CHS faculty will notify SOE's faculty director of graduate studies who will notify the student in writing of this determination and the program dismissal recommendation. Students have the right to appeal a decision to

dismiss them from their academic programs. You can find information regarding the conditions for and procedures for an appeal in the School of Education Appeal Procedures for Program Dismissal Policy (Graduate Students).

Program Retention

Doctoral students are assigned with a faculty advisor prior to the start of their first semester in their program of study. The faculty advisor provides consistent support to support student progresses in the program. The Counseling and Human Services faculty systematically assess student progress in knowledge, skills, and professional dispositions outlined in above sections throughout their programs of study. Key performance Indicators (KPIs) are assessed through related courses or program milestone at different points of time. The faculty review student progresses and dispositions each semester and as needed if a concern arises, and each student is rated using the Likert-point scale discussed in the above section. Faculty work collectively to make decisions regarding student retention, remediation, and dismissal, based on assessment outcomes from course KPIs and student reviews each semester.

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 Degree 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.

Per CACREP, doctoral programs “must consist of a minimum of 60 semester credits...” beyond their entry-level degree. During their doctoral program of study, students will complete a number of counseling doctoral seminars, a minimum of 4 research courses, 3-4 cognate or focus area courses, and EDU 781 (a foundational course required for all School of Education doctoral students), and 6-9 dissertation credits. The cognate area of study involves at least nine semester credits (usually completed outside of counseling) 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

Course #	Course Name	Credits
COU 800	Seminar in Professional Issues II	3
COU 872	Advanced Pedagogy and Teaching of Group Work	3
COU 860	Advanced Practicum in Counseling	3
COU 874	Theory and Practice of Clinical Supervision	3
COU 876	Seminar in Ecological Counseling	3
COU 878	Seminar in Counseling Theory	3
COU 882	Seminar in Professional Issues I	3
COU 950	Doctoral Internship	6-9

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

Course #	Course Name	Credits
EDU 603	Introduction to Qualitative Inquiry	3
EDU 647	Introduction to Quantitative Methods	3
EDU 810	Advanced Seminar in Qualitative Methods I	3
EDU 778	Narrative Inquiry/Creative Community Engaged Methodology and Participatory Methods	3
EDU 815	Advanced Seminar in Qualitative Methods II	3

Possible Quantitative Research Methods sequence:

Course #	Course Name	Credits
EDU 603	Introduction to Qualitative Inquiry	3
EDU 647	Introduction to Quantitative Methods	3
EDP 791	Advanced Seminar in Quantitative Research Methods	3
EDU/COU 886	Multivariate Research Methods, or	3
PSY 756	Statistical methods in Education & Psychology III	3

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 of counseling (e.g., disability studies, women/gender studies, distance learning, marriage and family therapy, higher education). Cognates may also be comprised of courses from different areas 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 fall); 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 are accruing clinical supervision, teaching, or counseling Internship hours.

EDU 603 Introduction to Qualitative Inquiry

This introductory course explores what it means to engage in inquiry qualitatively. It deploys a transdisciplinary approach to consider the theoretical, philosophical, and political questions and sensibilities at the heart of the interpretivist qualitative tradition.

EDU 647 Introduction to Quantitative Methods

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 781 Addressing Systemic Racism in Education

Analyzes racial inequities in education with a focus on engaged scholarship and educational change through multi-disciplinary perspectives, analyses, and findings. Students will develop knowledge, positions, and proposals of local concern and broader significance.

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 academic units students are referred to the S.U. Graduate Course Catalog.

Doctoral Advanced Practicum and Internship

Advanced Practicum (CACREP, 2024, Section 6, C1)

Students are required to engage an advanced practicum and register COU 860 Advanced Practicum. Through the advanced practicum experience, faculty will evaluate students' clinical skills and related competencies, as well as preparedness to move into counseling internship. Students typically complete advanced practicum in their first semester of their program of study. Although the program does not pose a required minimum number of hours, individual sites have their own expectations and requirements for doctoral practicum. Students must be in advanced practicum consistently for an entire semester.

Doctoral Internship (CACREP, 2024, Section 6, C)

Students are required to complete internships that total a minimum of 600 hours. The 600 hours must include supervised counseling experience, university instruction, and clinical supervision of counseling. All students acquiring Internship hours of any kind must receive both weekly individual/triadic supervision and group supervision (COU 950). It is the students' responsibility to ensure they are engaged in both.

Counseling. Students are required to gain approximately 200 hours of counseling while enrolled in doctoral internship. Counseling hours accrued in advanced practicum cannot be counted towards doctoral internship. They are expected to gain new or expanded learning (from their previous counseling experience) through doctoral counseling internship. Students who engage counseling internship receive an average of one hour per week of individual and/or triadic supervision provided by their site supervisors, in addition to group supervision through COU 950.

University Instruction. Students engaged in university instruction will complete approximately 200 hours under the supervision of a faculty mentor. Students may fulfill this requirement through serving as an instructor of record, a co-instructor (with a faculty or another doctoral student), and/or a teaching assistant. Students accumulating internship hours for instruction or teaching must enroll in COU 950 Doctoral Internship and attend weekly supervision meetings with their faculty supervisor. For supervision of instruction or teaching:

- Student who serves as a co-instructor or a teaching assistant receives direct supervision provided by faculty instructor of the course.
- Student who instructs a course independently or co-instructs with another doctoral peer receives direct supervision provided by a qualified designee.

Students who have already met instructional internship hours (i.e., approximately 200 hours) and total internship hours (i.e., minimum of 600) are exempt from registration of COU 950 Doctoral Internship; however, they are required to maintain weekly supervision meetings with appropriate faculty supervisors if continuing with instruction experience. It is students' responsibility to ensure they engage in supervision of teaching. These hours cannot be added to existing internship hours as students are not enrolled in COU 950 Doctoral Internship.

Clinical Supervision of Counseling. Clinical supervision is an integral and core focus of the Counseling and Counselor Education doctoral program. Doctoral students engaged in clinical supervision of counseling must have completed COU 874 Theory and Practice of Clinical Supervision. This component of internship requires that the doctoral student provide a minimum of 150 hours of clinical supervision of master's level counseling practicum or internship students over the course of their doctoral study. Clinical supervision may be offered via a dyadic or triadic format. Students will record all supervision sessions and upload the sessions to the EMS system. Students will submit a supervision note within 48 hours after each supervision session; notes should be directed to faculty supervisors of clinical supervision (see description below) as well as doctoral internship instructor via

email. For HIPPA compliance, students must ensure that all client information is masked in email correspondence. 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 Data Transfer and Storage Policy. In addition, students will participate in their respective supervisees' midterm and final evaluation meetings with their faculty supervisors of clinical supervision.

Students accumulating internship hours for clinical supervision must enroll in COU 950 Doctoral Internship and attend weekly supervision meetings with their faculty supervisor-of-supervision. For supervision-of-clinical supervision, doctoral supervisors receive direct supervision by faculty instructor of the corresponding master's practicum/internship course or another faculty designee. Students who have already met clinical supervision internship hours (i.e., minimum of 150 hours) and total internship hours (i.e., minimum of 600) are exempt from registration of COU 950 Doctoral Internship; they are required to maintain weekly supervision meetings with faculty supervisors-of-supervision. It is students' responsibility to ensure they engage in supervision of supervision (CACREP 4.O.3). These hours cannot be added to existing internship hours as students are not enrolled in COU 950 Doctoral Internship.

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 Counseling programs, 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 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 their own professional behavior while protecting the client is resolved in supervision. The student is to monitor their 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.

Please refer to the Counseling Placement Handbook for additional details regarding the fieldwork experience.

Distinctive Program Features

Future Professoriate Program (FPP)

We place 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 in this program 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 or serving as teaching assistants in master's level courses. There are also opportunities to teach undergraduate courses such as COU 101 Developmental Issues of College Age Adults and COU 585 General Counseling Methods.

Teaching competence will be assessed by the FPP Teaching Mentor, instructor of COU 872 Advanced Pedagogy and the Teaching of Group Work course, and supervising faculty members of classes being co-taught. 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 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 their doctoral qualifying oral examination.

Appendix A: Counseling and Counselor Education

Doctoral Student Planning Sheet

Student should plan to complete a total of 60 semester credits beyond entry-level degree (M.S. in Counseling), including EDU 781, COU doctoral seminars, research sequence courses, cognate/focus area courses, and dissertation credits.

Requirement	Sem. Completed	Credits
<i>Pre-doctoral graduate courses:</i>		48
Required doctoral courses (Total COU credits = 27-30)		
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		6-9
Research Sequence (Total Research Credits: 12)		
EDU 603: Introduction to Qualitative-Inquiry		3
EDU 647: Introduction to Quantitative Methods		3
		3
		3
Cognate/Focus Area (Total Cognate Credits: 9-12)		
		3
		3
		3
		3 (optional)
Required shared SOE course (Total SOE-shared credits: 3)		
EDU 781: Addressing Systemic Racism in Education		3
Completion of Qualifying Portfolio and Oral Defense		
Dissertation Credits:		9-12
Total Credits Required		≥ 60

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

Requirement	Complete	Date
Collect course and program artifacts throughout the program (For Doctoral Qualifying Comprehensive Portfolio)		
Informal Plan of Study (Complete by beginning of 2 nd semester)		
Request official transcript of master's degree if needed		
Doctoral Student 45 Hour Review Form (Complete by the end of 2 nd semester)		
Apply to FPP program (Early Fall 2 nd Year)		
Formal Program of Study (Complete by spring of 2 nd year)		
Register for RAP		
Submit IRB Approval Letter for RAP, if needed		
Submit evidence of completion of RAP (1 st page and advisor signature)		
Present FPP Portfolio (At end of 2 nd yr. or at least one yr. prior to dissertation (defense)		
Request the essay prompts for the Doctoral Qualifying Comprehensive Portfolio. Submit the completed essays		
Complete cognate paper for the Doctoral Qualifying Comprehensive Portfolio.		
Convene a Doctoral Candidacy Committee to review the Doctoral Qualifying Comprehensive Portfolio (typically at the end of coursework or second year)		
Doctoral Advisor to submit results of the Doctoral Qualifying Comprehensive Portfolio		
Meet with your doctoral faculty advisor to verify completion of internship hours (typically at the end of coursework/by spring of 2 nd year)		
Establish a 4-person Dissertation Committee that follows rules of the Graduate School rules in terms of eligibility		
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		
File Request for Dissertation Examination via MySlice and secure appropriate signatures online (at least 3 weeks prior to defense)		
Complete Diploma Request on MySlice. Deadline subject to anticipated graduation date.		
Submit copies of completed dissertation for dissertation committee by email or hard copies (depending on preference of committee members)(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: Possible Course Sequence for Academic Year 2026-2027 Matriculated Students

2026-2027		2027-2028		2028-2029	
Fall 2026 Courses	Cr.	Fall 2027 Courses	Cr.	Fall 2028 Courses	Cr.
COU 860 Advanced Practicum	3	COU 882 Professional Issues I	3	COU 876 Ecological Issues	3
COU 874 Supervision	3	COU 950 Internship	3	Cognate 3 or Research Course 4	3
EDU 781 Addressing Systemic Racism	3	Research Course 3	3		
FALL CREDITS: 9		FALL CREDITS: 9		FALL CREDITS: 6	
Spring 2027 Courses	Cr.	Spring 2028 Courses	Cr.	Spring 2029 Courses	Cr.
EDU 603 Qual Inquiry	3	COU 878 Counseling Theories	3	Cognate or Research course if needed	
Cognate Course 1	3	COU 950 Internship	3	Qualifying Exam	
COU 950 Internship	3	COU 872 Advanced Pedagogy	3		
		COU 800 Professional Issues 2	3		
SPRING CREDITS: 9		SPRING CREDITS: 12		SPRING CREDITS: 0-3	
Summer 2027 Courses	Cr.	Summer 2028 Courses	Cr.	Summer 2029, Fall 2029, Spring 2030 Dissertation	
Cognate Course 2	3	Research Course 4 or Cognate Course 3	3		
EDU 647 Intro to Quan	3				
SUMMER CREDITS: 6		SUMMER CREDITS: 3			

TOTAL COURSE CREDITS: **48**

TOTAL CREDITS POST-Master's: minimum of **60**

TOTAL COURSE CREDITS + 48 TRANSFER CREDITS + DISSERTATION CREDITS: **105-1xx**

**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.

Appendix D: VALT at the School of Education

What is VALT?

Valt is a platform that makes it simple to capture, manage, stream, observe and search for audio/video content. SOE utilizes this platform for Counseling students to record, store and share video online while being HIPAA compliant. IVS (Intelligent Video Solutions) is the vendor of the VALT and BEAM applications.

How to access VALT?

First, a request needs to be submitted to soehelp@syr.edu from a faculty member with students (or any new users) that need to be added to the VALT system with NetID(s) and which user group they are in. Once IT puts the new users in the proper access groups, the user should login to VALT to establish their account. The website for VALT is <https://soe-valt.syr.edu> and uses your SU NetID and password to log in.

Where can I find more information on how to use VALT?

The company behind VALT, IVS (Intelligent Video Solutions), has many videos and helpful guides on the software that can be found here:

https://ipivs.info/wiki/index.php/VALT_Manual



How Can I upload my own videos to VALT?

From the link (QR Code) above for the VALT manual, follow the Review link and then the Upload link for the steps on how to upload your own video to VALT: https://ipivs.info/wiki/index.php/VALT_6_Review#Upload
Your video file must be under 16GB and be one of the following filetypes: .mp4 .asf .mov .qt .mkv .avi

What is BEAM?

BEAM is an iOS application that has been set up on 5 iPad carts. These iPads can be used to record video, live view, and upload to the VALT website while on campus.

How do I login to BEAM?

If you've never logged into the VALT website, <https://soe-valt.syr.edu>, do that first to ensure your account is created. On the BEAM iPads use your SU email address and the first 4 digits of your SUID # to log in. There is info on how to use BEAM to record

at: https://ipivs.info/wiki/index.php/IVS_BEAM_Recording

NOTE: When you are done recording in BEAM and your video has been sync'd you logout. Do NOT click "Change Server" or it will lock up the iPad and you'll need to soehelp@syr.edu.



must
to report

More information is available and updated on Answers.syr.edu at:
<https://su-jsm.atlassian.net/wiki/x/CoGmE>



Questions or assistance?

Email us at soehelp@syr.edu with as much detail as possible