



Syracuse University

**DOCTORAL DEGREE PROGRAM IN
COUNSELOR EDUCATION**

**Student Handbook
2007-2008**

http://soeweb.syr.edu/academics/grad/counseling_human_services/

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THE PH.D. PROGRAM IN COUNSELOR EDUCATION AT SYRACUSE UNIVERSITY

This Doctoral Student Handbook is designed to be used in conjunction with the Syracuse University Bulletin (the Graduate Course Catalog) and the School of Education Ph.D. Orange Book (which is currently being revised). This Handbook is not intended as a replacement for these documents. Copies of the Graduate School Catalog are available in the Graduate School Office; the Orange Book is available on-line only at

<http://soeweb.syr.edu/documents/Copy%20of%20Ph.D.2004complete.pdf>

These official documents are revised periodically. It is the student's responsibility to obtain the latest editions of these documents. Because doctoral students work closely with students in our master's programs, it is also advised that doctoral students read the Master's Degree Programs in Counseling and Human Services Student Handbook.

Department History

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

Department Mission Statement

The Counseling and Human Services Department acknowledges an obligation both to the students who will pursue professional preparation as community, rehabilitation, school, student affairs counselors, or counselor educators and to the larger public to be served by our graduates. Our training programs are enriched by their location within an urban setting, with suburban and rural communities in close proximity.

Our master's program students are persons who have exemplified above average interpersonal and intrapersonal skills through the admissions process, as well as openness to learning and to serving diverse populations. Our doctoral students have excelled in their master's programs and have exhibited potential for significant impact on the profession.

We subscribe to a belief in the inherent worth and dignity of each person; to the need to develop throughout the lifespan toward a greater sense of self-realization; to a commitment to serving a diverse society; to a commitment of service to others both for the prevention and remediation of life's challenges; and to the pursuit of the highest standards of excellence in the counseling profession.

We believe that only through commitment, service and excellence can we make a difference to our students. Similarly, through these same qualities, our students can make a difference to the larger public they will serve. We believe that each individual can make a difference and because of that potential, each of us shares a responsibility to our clientele, our cultures and society at large to work toward the betterment of human life as we know it.

We seek to meet the larger goals of Syracuse University and scholarship in action. Our teaching is informed by the research in our field and we strive to instill in our students a scholarly posture as well as a practitioner's skill in attending to the goals of the clients they serve and the systems within which those clients function.

We seek to nurture intellectual curiosity and a desire for personal growth in all our students, as well as a desire for self-education which will extend their learning and development beyond their formal professional education. We expect students to engage in reflective learning activities in order to meet these goals.

As a faculty, we attempt to exemplify the Department mission 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, and the courage required for personal growth. Program objectives for the doctoral program in counselor education are included at the end of this Handbook.

ADMISSION TO THE DOCTORAL PROGRAM

Criteria for Admission

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

- Prior graduate work in counseling or related field. Applicants should have completed the equivalent of a master's degree in counseling or rehabilitation counseling and should have a minimum graduate grade point average of 3.25;
- The Graduate Record Examination;
- A 30-minute video tape sample or CD of the applicant's counseling style as well as a critique of the session (a form will be provided);
- 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; and
- A writing sample (which may be a paper written for a master's level course).

The Process of Admission

The deadline for doctoral applications is January 1. This deadline is required for persons seeking funding, including fellowships or graduate assistantships. Prospective students who have missed this deadline should contact the Dr. Dick Hackney (hackney@syr.edu), doctoral program

coordinator, to learn if the doctoral cohort has been filled for the subsequent year. Prospective students who wish to study part-time should also contact Dr. Hackney.

All application materials, including the Department application, can be obtained through the Department website: http://soeweb.syr.edu/academics/grad/counseling_human_services/

All doctoral applications are reviewed by the entire full-time faculty. A positive review of the application will be followed by an interview, preferably in person.

Accreditation

The doctoral program in Counselor Education is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Department also supports master's degree programs accredited by CACREP and CORE.

Professional Identity and Affiliation

Students are strongly encouraged to become members of the professional organizations relevant to their field of study. These organizations are sources of information concerning current research, educational opportunities and issues pertinent to the field. Doctoral students are expected to be members of the American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES). Other relevant professional associations you may wish to consider include the American Rehabilitation Counseling Association (ARCA), American School Counselor Association (ASCA), the Association for Multicultural Counseling and Development, the American Mental Health Counseling Association (AMHCA), and the American College Counseling Association (ACCA).

If students begin their doctoral study and are not yet National Certified Counselors (NCC) of Certified Rehabilitation Counselors (CRC), we urge them to secure one of these credentials during their doctoral study. Doctoral students will graduate with all requirements completed for the Approved Clinical Supervisor (ACS) credential. We also urge doctoral students to become Nationally Certified Counselors (NCC) and/or Certified Rehabilitation Counselors (CRC) and Approved Clinical Supervisors (ACS).

Chi Sigma Iota

The Department supports Sigma Upsilon, a Chapter of CSI, the honor society for the counseling profession. Students who maintain a GPA of 3.5 and above are invited into the society after their first semester of study. For students who are members of CSI from your master's programs, you may transfer membership to Sigma Upsilon at the first annual induction during your doctoral study.

For more information about CSI, refer to the national website <http://www.csi-net.org/index.cfm>. Review the most recent newsletter of Sigma Upsilon on our website: http://soeweb.syr.edu/academics/grad/counseling_human_services/

Orientation Meetings

Orientation for new students is held at the beginning of the academic year. All recently matriculated students will be invited to the orientation and should make **every effort** to attend. In addition, doctoral students have a separate orientation meeting the week before the semester begins. Students also are often asked to attend orientations to their various graduate assistantship positions the week before classes begin in the fall.

Assignment of Doctoral Advisor

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

Informal Plan of Study

In the second semester of full-time study at the latest, the student should consult with his/her advisor and complete the School of Education Informal Doctoral Program Plan (*see Orange Book*). This preliminary plan of study used as a guide for selection of courses during the years of doctoral study.

Course Registration Procedures

Students must obtain an SU ID number in order to register for courses. ID cards are issued at the ID Card Services Office in 204 Steele Hall. Once the date of registration has arrived, students may register for on-campus courses on line (<http://myslice.syr.edu>).

Extended Campus

As part of its commitment to a strong community orientation, the School of Education endeavors to offer SU courses in community settings. The CHS Department supports this program. As a result, some required master's courses are offered off-campus through Extended Campus. Because doctoral students may be involved as teaching assistants for master's courses, it is important that they realize that some courses may be away from campus. Our training clinic, where both master's and doctoral courses are taught, is also off campus. Therefore, doctoral students have found it difficult to meet their responsibilities without a car. International students in particular should be aware of this.

Doctoral Student Support

The Department makes every effort to provide continuous doctoral student support for three years in the form of School of Education fellowships, or graduate assistantships, either within the Department or out-of-department. Highly competitive applications are submitted by the Department for SOE Fellowships. Only a small number of Fellowships are available each year and these are dispersed among all the departments in the School. Other newly matriculated doctoral students in counselor education are assisted in finding graduate assistantships, typically outside the Department for the first one to two years of their program. Department assistantships are typically assigned to second, third, or fourth year students. Graduate Assistants work 20 hours (full-time) per week, receive a stipend, health benefits, and remission of tuition for 24 credits per year. Students may distribute their tuition remission over the full 12 month year. Half-time GA's are sometimes available as well.

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

Out-of-department assistantships include a wide range of counseling and support services, typically within the student affairs offices. Applicants for these assistantships should expect to have campus interviews as part of the decision process.

The Department faculty works with doctoral students to place them in appropriate GA positions.

Communication

Communication is a constant challenge with a student body that is a mixture of part-time and full-time students. The Department has created a listserv **as the chief 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, etc. Students must log on to the listserv from their most frequently used email account. The instructions for adding oneself to the listserv are as follows:

Send an email message to: listserv@listserv.syr.edu

Leave the "subject" line blank. In the body of the message write:

Sub chslist Your name

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

CESNET:

In addition to communicating with other within the Department, we also suggest that doctoral students join the listserv set up for members of the American Counselor Education Association. (You don't have to be an ACES member to join the CESNET listserv.) The easiest to join is to go to <http://listserv.kent.edu/archives/cesnet-l.html>

COUNSELING SERVICES

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

- * *The Counseling Center* (111 Waverly, Room 006) provides short-term individual and group counseling on personal and psychological concerns. Services are free to students who have paid the Health Fee. 443-4715
- * *The Goldberg Couple and Family Therapy Center* (426 Ostrum Ave.) provides individual, couple, and family therapy year round. Fees are \$15 per session for Syracuse University students and their families. 443-3023
- * *Psychological Services Center* (804 University Ave, Rm 205) provides individual counseling for students and community members. 443-3595.
- * *The University R.A.P.E. Center* (111 Waverly, Room 003) provides crisis intervention and prevention programs for the SU community. The R.A.P.E. Center has an advocate on call 24 hours a day and provides literature, counseling, and support group information for sexual assault survivors. 443-7273

SPECIAL PROGRAM FEATURES

Future Professoriate

The Department places high priority upon doctoral student preparation for professional careers in university settings. Toward this end, students will be expected to develop instructional skill in the delivery of curriculum and instruction to master's level counseling students. Doctoral students are required to participate in the *Future Professoriate Project*. This program, which has become one of the premier models for teaching assistant training in the United States features monthly seminars and a Spring Retreat at Minnowbrook, the University's Adirondack Conference Center. 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. Completion of this program leads to the award of the Certificate in University Teaching.

Research Seminar (COU 910)

The research seminar is open to all doctoral students on a continuing semester basis. Its purpose is two-fold:

1. To assist entry-level doctoral student movement into a scientist-practitioner model by involving students in research apprenticeship and/or dissertation research planning and activities of the advanced doctoral students, and
2. To provide advanced doctoral students with a setting in which they can examine and develop strategies for research topic selection and proposal writing.

Students register for zero credit for the seminar with the exception of one semester when they register for three credits. The seminar is facilitated by the faculty on a rotating basis.

Research Apprenticeship Project

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

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, the Department has established a fund to support doctoral professional development. Finally, on a one-time basis, students may secure funding through the Future Professoriate Program for professional development.

Relationship to Master's Program

Doctoral students serve as additional mentors for students enrolled in one of the Department's master's programs. Among the roles doctoral students assume are group leaders, clinical supervisors, instructors, and role models within Sigma Upsilon and in other contexts. Master's students consistently report the invaluable experiences they have had as a result of doctoral student mentorship.

DOCTORAL COURSE OF STUDY

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

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

Required doctoral courses in counseling:

- COU 876 Seminar in Ecological Counseling (3 credits)
- COU 874 Theory and Practice of Clinical Supervision (3 credits)
- COU 872 Advanced Theory and Practice in Group Work (3 credits)
- COU 878 Seminar in Counseling Theory (3 credits)
- COU 882 Seminar in Professional Issues (3 credits)
- COU 860 Advanced Practicum in Counseling (3 credits)
- COU 950 Doctoral Internship (minimum of 6 credits)
- COU 910 Doctoral Research Seminar (3 credits)

The Research Sequence:

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

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

Possible Qualitative Research Methods sequence:

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

Possible Quantitative Research Methods sequence:

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

Required Cognate (minor): 9 – 12 credits

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

Course Sequencing

Most doctoral seminars are offered on an alternating-year basis. Exceptions include COU 910 (Doctoral Research Seminar – offered every semester); COU 874 (Theory & Practice of Clinical Supervision—offered annually); COU 950 (Doctoral Internship – offered every semester); COU 860 (Advanced Practicum – offered every semester); and certain research and statistics courses.

COURSE DESCRIPTIONS

COU 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: Student who did not complete a course in psychopathology as part of their master's program, must do so prior to or concurrently with Advanced Practicum.)

COU 872 Advanced Theory and Practice in Group Work

An advanced graduate course that reviews seminal contributions to group work as well as current research trends. Includes supervised experience in facilitating personal growth groups.

COU 874 Theory and Practice of Clinical Supervision

Major conceptual approaches, methods, and techniques, evaluation, and ethical and legal issues. Strategies for working with supervisees representing diverse backgrounds, developmental styles, and learning styles. Supervised practice opportunities included.

COU 876 Seminar in Ecological Counseling

Client issues as embedded within multiple and interrelated systems, including political and economic structures. Facilitates pedagogic technological competence.

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 Seminar in Professional Issues

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

EDU 603 Introduction to Qualitative Research

Developing and using qualitative methods to conduct research. Underlying assumptions and limitations.

EDU 647 Statistical Thinking and Application

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

EDU 791 Advanced Seminar in Quantitative Research Methods

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

EDU 810 Advanced Seminar in Qualitative Research I

Expand field work skills and increase theoretical understanding; emphasis on "thinking qualitatively;" intensive fieldwork.

EDU 815 Advanced Seminar in Qualitative Research II

Applications of qualitative research to issues of educational and human service settings.

COU 886 Multivariate Research Methods

Discussion and critique of multivariate research methods, design, and strategies as applied in contemporary educational research. Practical applications in multivariate research design, implementation, and interpretation of data.

COU 910 Doctoral Research Seminar

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

COU 950 Doctoral Internship

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

ACADEMIC EVALUATIONS

The unique nature of the professional program in Counselor Education requires faculty to consider both cognitive (e.g. course grades) and noncognitive (e.g. interpersonal skills, personal maturity, ethical behavior) performance when evaluating the professional competence of students. 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.

The progress of all students will be reviewed by the faculty at the end of every semester. If a student is not making satisfactory progress, evidences signs of impairment, or engages in professionally inappropriate behavior, the student will be asked to meet with his/her advisor for feedback. If the situation is viewed as serious by the faculty, written feedback will be given to the student and due process rights will be explained. This may include placing the student on probation with specific requirements of goals that must be met, suggestions for remediation (when appropriate), a time for compliance and notice of consequences. Upon completion of the probation period, the recommendation of the faculty may be to (a) take no further action; (b) prescribe an additional remedial action plan to be taken by the student; (c) initiate a leave of absence with the possibility of return after successful completion of the remedial action plan; or (d) dismiss the student from the program.

Grievance Procedure

If a student believes that she or he has been treated unjustly, either in a particular course or as a result of the formal evaluation process, it is the student's right to initiate a grievance process. Students first must attempt to resolve the issue with the faculty member involved. If this does not

resolve the issue, it is appropriate to bring the issue to the Department Chair. If the matter can not be resolved within the Department, it is referred to the office of the Assistant Dean in the School of Education.

CANDIDACY EXAMS

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

The Clinical Assessment

After completing Advanced Practicum and Theory and Practice of Clinical Supervision, but prior to the qualifying examination, each doctoral student must present a sample of his or her clinical work, along with a written statement of her/his theoretical approach to counseling, for evaluation by a committee of the faculty. Guidelines are given to the student by his/her advisor once it is determined that the student is prepared for the clinical assessment.

The Doctoral Qualifying Examination

Completion of the Doctoral Qualifying Examination (DQE) signals the transition from doctoral student to doctoral candidate. Students usually take the doctoral qualifying examination during *the semester following the last semester of course work*. To register for the Doctoral Qualifying Examination the student must fill out the *Application for Doctoral or C.A.S. Qualifying Examination* form (see *Orange Book*). The exam will take place over two half-days (one 3-hour period and one 4-hour period). A handout describing the exam is available from the student's advisor. Students are provided directed study materials one month prior to the exam. There is no oral exam connected to the qualifying exam.

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 exam for the Ph.D. in Counselor Education.

Doctoral Dissertation

Upon entering doctoral candidacy, the student will select a dissertation Chair and committee. The Chair will be a member of the CHS faculty. The committee composition should reflect areas of competence related to the student's choice of a dissertation topic and may include faculty from the Department, other departments in the School of Education, and departments outside the School of Education. Upon determining the nature of one's dissertation, a formal dissertation proposal must be prepared and submitted to the student's dissertation committee and to the Graduate School. (See the format for *Dissertation Proposal* found in the *Orange Book*.)

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

DEPARTMENT/SCHOOL POLICIES

Liability Insurance

All students **must** purchase professional liability insurance prior to enrolling in COU 860 Advanced Practicum and when completing counseling hours for COU 950 Doctoral Internship. There are two insurance options. Students can obtain insurance through the American Counseling Association (ACA). Insurance applications and information are available in the Counseling and Human Services office. The second option is through the School of Education which has contracted for liability insurance with a private company. The cost for \$1M/\$3M coverage is \$15, which covers one full year. See Sherry Lord in the Department office for more information.

Academic Accommodations

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

Course Waivers

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

EDU 781 The Institutions and Processes of Education

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

Transfer Credit

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

Leaves of Absence

Students wishing to take a leave of absence must complete a *Leave of Absence Form* that can be obtained in Room 270, Huntington Hall. Upon returning from your leave of absence you must reapply for admission to the doctoral program by filing a *Readmission Form*, also obtained in 270 Huntington Hall, prior to registering for classes. Since your request for readmission must be acted upon by the faculty, your request for readmission should be filed well in advance of registration.

Registering for Zero Credit

If a student is not able to take courses during any academic semester (not including summer session), she or he must register for zero credit (GRD 998) in order to remain matriculated in a graduate program.

Grade of Incomplete

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

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PROGRAM OBJECTIVES

The overall goal for the doctorate in 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. Counselor Education program will:

1. Demonstrate a high level of competence as practicing professional counselors in a variety of counseling settings;
2. Manifest advanced expertise in diversity and sociocultural matters, how culture impacts the process of counseling, and how social systems impact culture;
3. Demonstrate knowledge and skill in the area of clinical supervision, including how supervision shapes skills, reinforces preferred practices, and supports the caregiver;
4. Possess the requisite skills to contribute to the body of knowledge in professional counseling through scholarly research and writing, including research conceptualization, designing research, analysis of data, and dissemination of findings;
5. Demonstrate advanced skill in assessment within at least one specific context;
6. Demonstrate advanced competence in theory construction including philosophical premises that relate to particular theories (counseling, career development, human development);
7. Demonstrate competence in the use of technology for teaching, supervision, research, and practice;
8. Demonstrate advanced understanding of the counseling profession, including its history, philosophy, and unique contributions to society;
9. Develop a specialty within or related to the counseling profession;
10. Demonstrate pedagogical competence in delivering counselor education curricula;
11. Display the highest level of professional ethics and personal integrity; and
12. Address and contribute to issues of professional leadership and advocacy through active involvement in state, regional, and national professional societies.

COUNSELING AND HUMAN SERVICES Doctoral Student Planning Sheet

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

	Semester Taken	Credits
Pre-doctoral graduate courses:		48
Required Doctoral Courses:		
COU 860 Advanced Practicum in Counseling	_____	3
COU 876 Seminar in Ecological Counseling	_____	3
COU 874 Theory and Practice of Clinical Supervision	_____	3
COU 872 Advanced Theory & Practice in Group Work	_____	3
COU 878 Seminar in Counseling Theory	_____	3
COU 882 Seminar in Professional Issues	_____	3
COU 910 Doctoral Research Seminar	_____	3
COU 950 Doctoral Internship	_____	6
Research Sequence:		
EDU 603 Introduction to Qualitative Research	_____	3
EDU 647 Statistical Thinking and Applications	_____	3
_____	_____	3
_____	_____	
Cognate:		
_____	_____	3
_____	_____	3
_____	_____	3
_____	_____	
Total credits required		96
	Date	
Completion of Research Apprenticeship	_____	
Completion of Clinical Assessment	_____	
Completion of Doctoral Qualifying Examination	_____	
Dissertation Credits:	9 – 15	