



THE UNIVERSITY OF  
**MEMPHIS**®  
Department of Counseling, Educational Psychology and Research

**Counselor Education and  
Supervision  
Ph.D. Student Handbook**

**Academic Year 2020-2021**

# Welcome to the Counselor Education and Supervision Doctoral Program!

Welcome to the Department of Counseling, Educational Psychology and Research (CEPR) doctoral program in Counselor Education and Supervision! We are so happy to have you here! You were selected by the faculty to join this program with the expectation that you will grow and progress through the program to completion. We will support and guide you through the process and this Handbook is your roadmap as you complete your studies.

The Counselor Education and Supervision program is the oldest doctoral program in CEPR, and you are becoming part of a long list of incredible counselors and counselor educators. Our doctoral graduates are in academic and clinical positions across the country and the world. During your time here, you will gain the knowledge and skills necessary to enter the field with confidence. This Doctoral Program Handbook has been developed to assist you as you begin and progress through your studies. Specifically, this Handbook has the following goals:

- To describe Counselor Education and Supervision Ph.D. Program policies and procedures
- To provide you with a clear understanding of the educational outcomes associated with your program
- To help you understand the expectations and procedures related to the academic curriculum
- To help you understand the resources available to you at the UofM including faculty, staff, library, computer resources, financial aid, etc.

We wish you the best and look forward to your participation in and contribution to the Counselor Education and Supervision program at Memphis!

Every effort is made to provide accurate and current information in this Handbook. However, department reserves the right to change statements in the Handbook concerning policies, curricula, or other matters. This officially occurs on an annual basis but may occur at other times as well. Students enrolled in the Counselor Education and Supervision Ph.D. Program agree to comply with the Program's rules and regulations and to accommodate to any changes necessary. Frequently consult the program website, the UofM Graduate School, and your official UofM email accounts for updates on relevant changes in program and university policies. If you have recommendations for making the handbook more clear or accurate, please email them to Steve West at [slwest@memphis.edu](mailto:slwest@memphis.edu).

Melanie Burgess, Ph.D., and Steve West, Ph.D., Counselor Education and Supervision Doctoral Program Co-Coordinators

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# Chapter One: Introduction

## **The University of Memphis**

Founded in 1912, the UofM has an enrollment of more than 22,000 students. With twenty-five Chairs of Excellence and five state-approved Centers of Excellence, UofM is the flagship institution of West Tennessee and the Midsouth Region and is one of only two Carnegie research universities in the state. The UofM is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, first professional, master's, educational specialist's, and doctoral degrees. Thirty of the UofM's programs are ranked among the best 50 in the nation including two programs within our department (Educational Psychology and Research; Rehabilitation Counseling) (University of Memphis, 2016d; 2016e). The university maintains 239 buildings on 1,607 acres and has an annual operating budget over \$478 million.

## **The UofM Graduate School**

The Graduate School is the administrative unit of the University that has responsibility for all advanced training programs. Its website is [www.memphis.edu/gradschool/](http://www.memphis.edu/gradschool/). The Graduate School impacts your career in that it is responsible for graduate policy, procedures, and paperwork. Your primary responsibilities to the graduate school are to follow their deadlines, complete their forms, and get your dissertation turned in to them on time.

## **The Department of Counseling, Educational Psychology and Research**

CEPR is a comprehensive department consisting of three Divisions. Our objective is to prepare advanced professionals to be both sophisticated practitioners and researchers. The graduate degrees within the department will qualify students as counselors, psychologists, program evaluators, university and college teachers, and researchers in educational and counseling environments. We also provide our students with the skills necessary to fill a variety of roles in other settings in which knowledge of human development, learning and cognition, research and evaluation methods are essential.

In addition to the Ph.D. in Counselor Education and Supervision, the department has Ph.D. programs in Counseling Psychology, and Educational Psychology and Research, Master of Science degrees in Addiction Counseling, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, Rehabilitation Counseling, School Counseling, and Educational Psychology and Research. We also offer graduate certificates in College and Career Counseling, Clinical Mental Health Counseling, Disability Studies, Disability Support Services, School Counseling, Qualitative Research in Education, and Quantitative Methods, as well as an undergraduate minor in Educational Psychology and Research.

Our doctoral program in Counselor Education and Supervision and our MS degrees in Clinical Mental Health, Clinical Rehabilitation, School, and Rehabilitation Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP); our doctoral program in Counseling Psychology is accredited by the American Psychological Association (APA). Our MS in Addiction Counseling is brand new and has not yet undergone the CACREP accreditation process.

In addition to our academic programs, CEPR houses two clinical research centers: The Mid-South Access Center for Technology (Mid-South Act) and the University of Memphis Institute on Disability (UMID).

UMID also houses TigerLIFE (Tigers Learning Independence Fostering Education and Employment), the largest and most ethnically diverse program for intellectually/developmentally disabled adults in the state of Tennessee. The clinical programs in CEPR participate in the university wide Interprofessional Community Health Clinic (IHC), a clinical training and research center that provides a variety of health and wellness services to the UofM, Memphis, and neighboring communities.

We have a graduate student lounge located on the third floor of Ball Hall. The lounge is a study space, meeting room, and an area where you and fellow graduate students can eat, relax, and visit. The lounge has a fridge, coffee pot, and microwave for your use as well as computers. In addition, if you have a Teaching Assistantship (TA) or Research Assistantship (RA) you will be provided with a shared office space including your own desk and storage.

The department's main office is Ball Hall 100. Faculty offices are located both in Ball Hall and Patterson Hall. Information on various faculty offices may be found online at [www.memphis.edu/cepr](http://www.memphis.edu/cepr). The department's principal staff are located in Ball Hall 100 and include:

1. Jennifer Mueller ([jrmiller2@memphis.edu](mailto:jrmiller2@memphis.edu)). Jennifer is the department's Business Officer and handles all contracts, budget, and travel for the department.
2. Melynda Whitwell ([mdlong@memphis.edu](mailto:mdlong@memphis.edu)). Melynda is the department's Academic and Student Affairs Coordinator. She will assist you with registration permits, room reservations, and a host of other tasks. She is also the department's coordinator for the Interprofessional Community Health Clinic.
3. Susan Mascari ([susan.mascari@memphis.edu](mailto:susan.mascari@memphis.edu)). Susan is the department's receptionist and assists with a host of administrative tasks.

### Points of Pride

CEPR's Counseling Division is nationally ranked and known for its high quality, dedication to its students, and impact on the community. Some of our core points of pride include:

- We are the largest Counseling program in the state in terms of student enrollment
- We have more Counseling concentrations than any other program in Tennessee
- We have the only Clinical Rehabilitation Counseling/Rehabilitation Counseling program in the state, and it is ranked 20th in the nation
- We have the only Addiction Counseling program in Tennessee
- We have the most diverse student population of any Counseling program in Tennessee

### Guiding Documents

Five mission statements provide structure and purpose to the Department of Counseling. First, the Mission Statement of the University provides a framework for focusing on engaged scholarship, learner centered programs, and responsible stewardship. Second, the College of Education specifies the preparation of candidates to serve a diverse community. Third, The Mission Statement of the American Counseling Association (ACA) defines Professional Counseling and identifies the role of the Professional Counselor in various settings. Fourth, the mission statement of the counseling program connects the preceding mission statements to the art and science of educating Professional Counselors. Finally, each counseling concentration has developed a specific mission statement to further develop the precepts outlined by the counseling department mission statement. From these documents, the department faculty members have identified eight over-arching program objectives for student learning outcomes.

## **Counseling Division Mission**

The Counseling Division is dedicated to:

- Providing a learner-centered environment for students to engage in experiential learning activities while also fostering the students' development of self-care and self-reflexive practices that will support their continued success as counselors beyond graduate school.
- Fostering multicultural competence and social justice through increasing self-awareness and respect for human dignity and diversity.
- Training ethical and competent counselors with a repertoire of skills grounded in evidence-based practice to engage in with the diverse communities in which they live.
- Assisting emerging counselors in developing a professional counselor identity that values a developmental, strengths-based, wellness approach to helping clients enhance their quality of life.

## **Counseling Division Objectives**

The Counseling Division has a number of objectives that span both the various master's degree and Ph.D. programs. These are:

- Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g. licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients that values a developmental, strengths-based, wellness approach to helping clients enhance their quality of life.
- Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community
- Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings.
- Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.
- Students will demonstrate an ability to create an environment conducive to developing counseling relationships consistent with client goals and evidence-based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.
- Students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.
- Students will demonstrate ethically and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.
- Students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice.

## **Counselor Education and Supervision Ph.D. Program Goals and Objectives**

The Counselor Education and Supervision Ph.D. program prepares college faculty, scholars, and leaders in the counseling profession. Students will gain:

1. the ability to collect, analyze, and interpret individual and group data, and to generate and test hypotheses related to human behavior;
2. advanced comprehension of concepts and theories underlying the profession of counseling;
3. refined skills in supervision, teaching, and research;
4. a professional approach from both a multicultural and social justice context
5. the development of a leadership philosophy through service and advocacy
6. the ability to formulate, implement, and evaluate appropriate counseling programs and interventions; and
7. the ability to understand and demonstrate ethical behavior and the legal and ethical implications of that behavior.

These seven goals encompass the CACREP doctoral standards of: Counseling, Supervision, Teaching and Research and Scholarship.

## Chapter Two: Program Information and Requirements

### Major Professor

When students are admitted to the program, they are assigned a Major Professor. You may change your Major Professor as you progress through the program if you find the interests of other faculty more closely align with your own. The Major Professor is the student's advisor and Dissertation Chair. It is most helpful to students if meetings between a student and their Major Professor occur regularly. Meeting regularly facilitates consistent review of the student's progress in the program. Scheduling these meetings is usually initiated by the student and is something the student will want to initiate right away. The Major Professor will advise the student about course work and consult with the student in designing and carrying out their studies and dissertation. Topics worthy of regular review with your Major Professor include:

- Class schedules and academic progress
- Progress towards completion of clinical and supervision hours
- Progress towards completion of pre-dissertation and dissertation research
- Progress on timeline towards completion of degree
- Professional development
- Additional topics of pertinence to the student or advisory chair

Students should keep their Major Professor informed about their professional goals and unique needs and professional activities. Students have the primary responsibility for developing their Program of Study beyond required coursework, and for designing the pre-dissertation and dissertation. A student's Major Professor (along with other faculty) is a significant resource in finding opportunities for professional involvement. Professional involvement includes presenting papers at professional meetings, acquiring student officer positions in professional associations, and having a variety of teaching, research, and clinical experiences. The Major Professor can assist students in finding their first professional position upon graduation. This involves writing letters of recommendation, being alert for the type of positions for which the student would be suited, and making personal contacts where appropriate.

### Clinical Training

The Counselor Education and Supervision Ph.D. program and the other clinical programs in CEPR participate in the university-wide Interprofessional Community Health Clinic (IHC). Located in the Community Health Building, the IHC is CEPR's in-house training clinic. Students in our Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and Rehabilitation Counseling master's programs, as well as doctoral students in our Counselor Education and Supervision and Counseling Psychology programs use the IHC as one of their clinical placement sites. Students in these programs complete practica and internship experiences in the IHC. Services include:

- Individual counseling
- Couples counseling
- Family Therapy
- Group counseling
- Psychological and psychoeducational evaluations
- Vocational counseling

## **Student Financial Support**

The department provides qualified full-time students with teaching (TA) and/or research (RA) assistantships. Assistantships are provided on a competitive basis at the departmental level. Additional RAs and TAs are available across campus as well. For additional information, consult with your Major Professor or the department chair.

## **Accreditation**

The doctoral program in Counselor Education and Supervision is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

## **Computers and Information Technology**

The UofM has a wide array of computer and technology supports including an online learning platform, survey software, computer labs, a help desk, trainings, and numerous other options. Refer to [www.memphis.edu/its/](http://www.memphis.edu/its/) for more information. Computer services and equipment available to you on the 3rd floor of Ball Hall and in other locations around the campus. You may also access the university library and some computer programs remotely from off-campus. A host of software including SPSS and other specialized programs can be accessed both in UofM computer labs and remotely.

## **Other Student Services**

A variety of student supports are available to you during your course of study. For a complete list, please refer to the UofM webpage ([www.memphis.edu](http://www.memphis.edu)). A partial list of offices available to you is provided below.

- Registrar's Office (<http://www.memphis.edu/registrar/>)
- Bursar's Office (<http://www.memphis.edu/bursar/>)
- Financial aid ([www.memphis.edu/financialaid/](http://www.memphis.edu/financialaid/))
- International Student Services (<http://www.memphis.edu/iss/>)
- Student Health Services (<http://www.memphis.edu/health/>)
- Campus Recreation and Intramural Services (CRIS) (<http://www.memphis.edu/cris/>)
- Career and Psychological Center (<http://www.memphis.edu/counseling/>)
- Tiger Dining ( <http://www.memphis.edu/campuscard/tigereats>)
- Student Disability Services(<http://www.memphis.edu/drs>)
- Other resources and links for current students (<http://www.memphis.edu/students.htm>)

## **Coursework and Program of Studies**

There is sufficient flexibility for you to focus your program to meet specific professional interests. However, all students complete the same required core curriculum. Students are expected to maintain continuous enrollment during the fall and spring semesters until the dissertation is completed. Summer is not included in continuous enrollment and therefore not required. If you plan to take a semester or more off from the program, you must request a leave of absence in writing. Refer to the Graduate School for the appropriate forms at [www.memphis.edu/gradschool/](http://www.memphis.edu/gradschool/).

Planning of program of studies is done during the first semester in close consultation with your Major Professor. Full-time status in the program requires enrollment in 9-credit hours of studies per semester (Fall and Spring). Part-time study is permitted, but all students must enroll in at least 3-credit hours every Fall and Spring term until completion of the program. If a student has completed all required hours, including 9-credit hours of dissertation, and have not yet defended their dissertation, the UofM permits registering in 1-credit hour of dissertation until the dissertation is successfully defended.

### **Academic Advisory and Dissertation Committees**

Prior to beginning the program, you will be assigned a Major Professor. As noted above, your initially assigned Major Professor may continue in this role if the pairing is a good research/career interest fit for you. If not, you may approach another faculty member and request them to serve in this role. Please let your Major Professor and the program co-coordinators know you are interested in switching your Major Professor. Please note that all faculty carry a large load of master's and doctoral students and therefore your preferred choice may not be available.

During the first semester, you will choose an initial Academic Advisory Committee of three persons consisting of your Major Professor and two other Counseling Division faculty members. As with your Major Professor, you may change members of the Academic Advisory Committee depending on the availability of other faculty members to serve in this role. The Academic Advisement Committee must approve and sign your official Program of Studies form, which is submitted at the end of your first semester of study.

Your Major Professor will chair your dissertation. After completing the core requirements of your plan of studies and successfully passing the written and oral comprehensive examinations, you transition from a doctoral student to a doctoral candidate. This signifies your ability to begin work on your dissertation. The members of your Academic Advisory Committee may also serve as your Dissertation Committee. However, the Dissertation Committee must consist of at least four faculty members. One member of your Dissertation Committee may be external to the CEPR Counseling Division, although this is not required. All Dissertation Committee Members must have Full Graduate Faculty Status at the UofM or be permitted to join pending approval by your Major Professor, the CEPR Department Chair, and the UofM Graduate School. See your Major Professor for more information on qualifications for potential external members of the Dissertation Committee.

### **Student Classification Status in the Doctoral Program**

You will be classified in several different ways as you proceed through the various steps leading to the degree. Initially, you will be classified as an "early doctoral student". This status remains in effect until you successfully pass your Doctoral Comprehensive examinations. Thereafter, you will be classified as a "late doctoral student", also known as a "doctoral candidate".

### **Registration**

Each semester, you will register and manage your account at <https://my.memphis.edu>. You will need to decide on your schedule and in advance of each semester. You are responsible for meeting with your advisors prior to registering. You must receive advising and approval from your advisor in order to have

your advising flags "dropped" in the University electronic management system before you may register. The main office administrative staff can "clear" you on the management system only on the advice of your advisor. The staff also can enter permits for COUN-prefixed courses that are restricted. If you take a course outside of the department, check to see if the course requires a permit (not all do). If it does require a permit, you must contact that instructor and ask her/him to issue you a permit. Register early, even if you think that you may change your mind about your courses. Note: You will need to provide documentation of immunizations before you can enroll (<https://www.memphis.edu/health/immunization/index.php>). International students should do so at least two weeks before their first semester starts.

## **Grades**

As detailed in the next chapter ("Student Responsibilities"), all Ph.D. students must maintain a 3.0 overall GPA. No course grades of D and F will apply toward your degree but will none the less be computed in your overall GPA. If you earn below a B- in any course you must repeat the course. You may repeat no more than two courses (and only if the earned grade was lower than a B-) in total.

You will be dismissed from the program if you make a grade lower than a B- in more than 6-credit hours of coursework. Grades lower than B- in core courses will not count toward the degree. In order to remain eligible for departmental funding, a graduate assistant must maintain an overall grade point average (GPA) of 3.0 on a 4-point scale. A minimum of 3.0 is also required for graduation. Please note that grades from other institutions are not computed in calculating the GPA.

## **Grade Appeals**

If you have a concern about a specific grade, the first thing to do is to set up a time to speak with the instructor for the course. You can then request a breakdown of the grade you received. If you are still unsatisfied with your grade after meeting with your instructor, you may formally appeal a grade by submitting Grade Appeal Form to the department chair (refer to [www.memphis.edu/gradschool/](http://www.memphis.edu/gradschool/) for additional information and for the form itself). In addition to this form, you must include a written letter outlining the factual basis for your complaint. The course instructor will be allowed to file a written rebuttal. You have 30 days from the end of the term in which the contested grade was received to submit these materials.

The department chair has 15 days to address the complaint with you and the instructor. If the department chair was the instructor, or if the complaint cannot be successfully resolved within the above guidelines, then you have five (5) days to request in writing, with a copy to the Graduate School, that the Chair forward the appeal to the Graduate School office for evaluation. For a detailed discussion of all aspects of grade appeal, refer to the UofM Graduate Bulletin for 2020-2021 and to the various policies and procedures of the Graduate School at [www.memphis.edu/gradschool/](http://www.memphis.edu/gradschool/).

## **Program of Studies**

Your Program of Studies is the formal contract between you and the university regarding course work. It contains every course to be taken at the university during the doctoral program; this includes all courses required by the University as well as courses needed to fulfill personal and professional goals. With your Major Professor's guidance, you complete and turn in your official "Program of Studies" form during the

first semester of your matriculation as a Counselor Education and Supervision Ph.D. student. The Program of Studies must be approved and signed by the three members of your Academic Advisory Committee and turned into the College of Education Office of Graduate Programs. Your Major Professor will assist you in the process and turning the form in to the appropriate personnel. You may amend your Program of Studies so long as your Major Professor, Academic Advisory Committee, and all other pertinent (i.e., department and Graduate School) authorities review and approve the amended plan.

Course waivers may be allowed if you have taken a comparable course within three years or have approval of your Major Professor and Academic Advisory Committee to take an alternate course from those proscribed by the program.

Course transfers from other programs or institutions may be approved at the discretion your Major Professor and Academic Advisory Committee with consent of the Counseling Division faculty. In such cases, course syllabi, official transcripts and such other information as required by these groups will be required for consideration of course transfer requests. If the faculty decides your previous coursework meets the program requirements for a specific required course, this course can be waived. Requests for course waivers must all be completed in your first semester in the program (prior to turning in your program of studies). Discuss all such requests with Major Professor who will advise you on the process and begin the process if deemed warranted given these policies and procedures. **Course waiver requests must be turned in to your advisor within the first month of enrollment.** Note: Waiving coursework **does not decrease the number of credits that you will take during the doctoral program.**

### **Pre-Dissertation Research Residency Project**

All doctoral students will be required to complete a Pre-Dissertation Research Residency Project. This project will consist of an independent research study on a topic and using the methods approved by both you Major Professor and Academic Advisory Committee. Typically completed during the second year of full-time study and prior to the Doctoral Comprehensive Examinations, the Pre-Dissertation Research Project is a stepping-stone requirement to demonstrate and bolster your skills as a research investigator prior to undertaking your dissertation.

The Pre-Dissertation Research Residency Project is intended to be an intensive research project, conducted under the supervision of a student's Major Professor. The research may involve collection of data or analysis of an existing data set. The end product **must be a manuscript or presentation based on the research project that is presented at a regional or national conference with the prior approval of the Major Professor.** The Major Professor will notify the Program Directors that the Pre-Dissertation Research Residency Project has been completed. Submission of the project to a peer-reviewed scholarly journal is highly recommended. It is expected that the student will be first author on the manuscript and/or presentation, reflecting that the student made the primary contributions to the specific research being reported and the preparation of the manuscript. Usually, the Major Professor will be co-author of the manuscript, reflecting the advisor's contribution to the research and to the write-up. Other faculty may be included if their work on the project warrants their inclusion.

### **Doctoral Comprehensive Examinations**

The Doctoral Comprehensive Examinations are generally taken at the end of the second year of full-time study, after the completion of most course work and after fulfilling the requirement Pre-Dissertation

Research Residency Project. Completion of the Pre-Dissertation Research Residency Project and all coursework covered by the Comprehensive Exams must be completed (and in the case of courses, completed with a grade of at least B-) before taking the Comprehensive Exams. Students must take these examinations within six months of completing all requirements listed on the degree plan.

The exam will consist of both written and oral portions in each of the major areas of the degree plan. The written Comprehensive Exam questions will be prepared and graded by ad hoc subcommittees of the Counseling Division Faculty. These committees will also serve as the examining committees for the oral portion of the exams.

University policy does not consider comprehensive examinations similar to a course; **therefore, the results of the examination cannot be appealed.** University policy allows you to sit for comprehensive examinations twice; failure to pass the second attempt results in dismissal from the university. This dismissal can be appealed; see the section on Retention Appeals in the Graduate Bulletin. Comprehensive examinations are generally offered three times per year in Fall, Spring, and Summer. **A period of at least four months must elapse between the dates of the qualifying examinations and the dissertation defense.**

The purpose of the oral portion of the exams are for students to defend and discuss their own work, ideas, and knowledge. It allows students an opportunity to clarify their written answers and constitutes an important professional skill. Because the Comprehensive Exam represents the student's own written and oral work, there should be no consultation about the content of the exam between the student and other students, faculty, and/or any other person or persons between the time the Comprehensive Exam questions are distributed and all the oral exams are completed.

You are expected to act in accordance with university, college, department, and program policies regarding test taking behavior and ethics. Failure to act in accordance with these procedures, the ACA Code of Ethics, and expectations will result in either failure of the Comprehensive Examinations or expulsion. The consequences of such behavior will be discussed by the Counseling Division faculty and conveyed to you after the comprehensive examinations are administered.

### Grading Criteria and Results

The faculty's intention and desire is for all students to pass the Comprehensive Examinations and to bring out the best in students. On their first testing occasion, students must take all portions of the qualifying examination during the same semester. Students will receive a grade of Pass or Fail on each portion of the exam. If the qualifying examination is considered satisfactory (i.e., Pass), the student's Major Professor will notify the Program Co-coordinators who will submit the appropriate form to the Graduate School and notify the student. Following successful completion of the Comprehensive Examinations, the student is officially admitted to candidacy for the doctoral degree.

If the Comprehensive Examinations, or any portion thereof, are not satisfactory, the student's Major Professor and Program Co-coordinators will submit the appropriate form to the Graduate School and notify the student. A student who does not pass the Comprehensive Examination may be permitted to repeat it once, after a lapse of at least four months, and not more than twelve months from the date of the unsatisfactory examination(s). Failure to pass the qualifying examination within the specified time will result in dismissal from the program irrespective of performance in other aspects of doctoral study.

## Dissertation

The dissertation is the capstone of your academic program. Although the dissertation process is a learning experience in which you work closely with faculty, it will demonstrate your research ability and expertise in a specific area. Prior to conducting the research, you must submit a written proposal (the Dissertation Prospectus) for approval by your Dissertation Committee (see the "Dissertation Guidelines" appended to this document). The prospectus will constitute the first three chapters of the dissertation (introduction, literature review, and methodology).

If conducting research with Human Subjects, you must submit a proposal to the Institutional Review Board for approval prior to collecting your data. Prior to initiating your dissertation study your prospectus must be orally presented, defended, and approved by your Dissertation Committee.

When your Dissertation Chair and Committee have approved your ability to propose your dissertation, you must provide the final prospectus at least two weeks prior to your proposal date. Faculty are not required to approve the prospectus if this timeline is not adhered. At the proposal defense, your Major Professor will introduce you and you will provide a 20 to 30 minute overview of your work. Following your presentation, your committee members and anyone in attendance may ask questions. Once that is complete, you will then be excused from the room while the committee decides whether or not your proposal meeting was successful. If approved, you will be allowed to conduct your dissertation work; if not, additional modifications will be required and a second proposal may be initiated.

When your Major Professor has approved your complete dissertation for defense, you may schedule your defense with your committee. The Major Professor/Dissertation Chair will decide when your work is ready to be forwarded to your committee for review. The process is based on the quality of the work NOT a specified timeframe. When such time as your Major Professor/Dissertation Chair approves, you may submit your dissertation to your Dissertation Committee for review. You must provide your complete and final dissertation to your committee not less than three weeks before the dissertation defense date.

As with the prospectus, the format of your defense will have you providing a presentation, answering questions posed by the committee and those in attendance, and subsequent determination of pass or fail of the project. Your Major Professor/Dissertation Chair will introduce you and you will provide a 40 to 45 minute presentation to provide an overview of your work. Following your presentation, audience members not on your committee (e.g., other graduate students, friends, other faculty members) and your committee will be invited to ask questions. Once that is complete, Major Professor/Dissertation Chair will thank and excuse audience members. Your committee may then ask additional questions if necessary. You will then be excused from the room while the committee decides whether or not your defense was successful and they will complete the Oral Exam and Thesis-Dissertation Approval Form. This form contains the departmental expectations for your presentation and ability to answer questions. You will then be invited to return to the room and the results will be discussed with your committee. Options for evaluation will include "Pass", "Pass with Minor Revisions", "Pass with Major Revisions", or "Fail".

Since the dissertation is a major piece of scholarly work, it is inevitably time-consuming. You will need to allow considerable time for reading, rewriting, routing of paperwork, and committee members' reading

and preparing for your prospectus and defense meetings. Faculty are on 9-month academic year employment contracts and may not be available for defenses in the summer months. All dissertations must be submitted electronically to the Graduate School for final approval.

# Chapter Three: Student Responsibilities

## **Maintenance of Good Academic Standing**

We fully expect all students who are admitted to the program will complete their studies in due time and graduate. However, there are policies and procedures in-place that all students must meet for continued enrollment in the program. All students are required to maintain good academic standing while in the program as well as behave in an appropriate professional manner. Satisfactory academic progress is demonstrated by maintaining a 3.00 average in all courses. If your GPA falls below 3.00, you are considered by the university to be on academic probation. You will have up to 2 semesters of consecutive enrollment to raise the GPA above a 3.00 and return to academic "good standing." If you do not increase your GPA to a minimum of 3.00 at the end of that second semester, you will be subject to an automatic retention process or suspension.

Program faculty will review your academic performance on an on-going basis with formal reviews at the end of each semester. Your performance in didactic courses, research work, and professional work as a graduate Teaching (TA) or Research (RA) assistant (if applicable) will be evaluated.

In the event that your progress and performance is considered unsatisfactory, you will be notified of what the concerns are and provided with feedback from the faculty. You, your Major Professor, and any other appropriate faculty (i.e., faculty teaching a particular course) will then meet to discuss the concerns, give you an opportunity to respond and/or explain the performance, and determine what actions are required to remedy the situation.

## **Assessment of Student Competence**

The Department and Doctoral Program Committee recognize the rigor and high demands of the doctoral program. The University offers many resources to assist students with academic, professional, and personal development. Please consult with your Major Professor, student counseling services, career services, or other university programs to address issues that may be impeding your progress. The purpose of this policy is to clarify the competencies and professional behavior expected of each student and the procedures for identifying and addressing issues of concern that may occur during the course of their doctoral education.

As described in this Handbook, the overarching goal of the Counselor Education and Supervision Ph.D. program is to prepare Counselor Educators, Scholars and Researchers, and advanced clinical supervisors. Competence is evaluated comprehensively. In addition to performance in coursework, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development (e.g., interpersonal, technical, and ethical) will be evaluated. Such comprehensive evaluation is necessary for faculty to appraise the entire range of academic performance and professional development of their students.

You are expected to be familiar with the Program goals and to ensure that your academic and professional development plans are consistent with the achievement of these goals. The policies below describe the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

## **Student Conduct**

You are expected to demonstrate behavior consistent with professional expectations of competence for the field as espoused by the American Counseling Association and the program accreditor (CACREP). Further, all students are required to meet the UofM Student Code of Conduct and the Honor Code (see [www.memphis.edu/osa/students/index.php](http://www.memphis.edu/osa/students/index.php)).

## **Responsibilities Related to Communication of Information**

The primary form of communication that faculty and staff use in relaying information to you is email. We will send emails to your official UofM email address. You will receive regular emails from the program and the faculty teaching your courses. You are responsible for knowing the information in these communications. The department, the UofM Graduate School, and the UofM will also send official information to you via email and at times by U.S. Mail. The department maintains a variety of social media accounts which also provide informational resources. You are not required to follow or review the department's social media. However, these are good sources of information and activities. See the department's webpage for links to our social media sites ([www.memphis.edu/cepr](http://www.memphis.edu/cepr)).

You are responsible for knowing the information in this Handbook. You will be held to the expectations that are communicated in its content. Your Major Professor is an important link between you and the program. Sometimes, your Major Professor will be the source of communication from the program and a source of your communication with the program.

## **Professional Liability Insurance**

Professional liability insurance is required of all students PRIOR to the engagement in any clinical activities as part of the Ph.D. program. Professional liability is available from a variety of sources, and students may obtain policies at affordable rates through affiliate programs of the American Counseling Association and the American Psychological Association. Student must provide proof of professional liability insurance prior to clinical work to Dr. Cogdal, Director of the Counseling Division and Practicum and Internship Coordinator. For additional information, contact your Major Professor or Dr. Cogdal ([pcogdal@memphis.edu](mailto:pcogdal@memphis.edu)).

## **Fitness to Practice Policy**

The Ph.D. program in Counselor Education and Supervision, the Counseling Division, and the department have a responsibility to the public and to the appropriate national and state professional associations to evaluate student academic performance, which includes demonstrating interpersonal and professional competence. These standards are set forth in the UofM Student Code of Conduct and in the professional literature. The Counselor Education and Supervision Ph.D. program uses faculty evaluations of student work and behavior as outlined in the appended "**Student Informed Consent Statement**".

Student adherence to these standards will be continuously monitored by program faculty through course work, advising, and other professional interactions. Additionally, the program conducts an annual review of all doctoral students, evaluating their progress throughout the program.

## Leave of Absence and Withdrawing from the Program

Although we encourage full-time enrollment, the Ph.D. program may be completed either full- or part-time. If you anticipate an inability to maintain normal progress through the program, you should consult with your Major Professor. If you are unable to maintain continuous enrollment (either full- or part-time) due to hardships beyond your control, you are strongly recommended to take a leave of absence until your concerns improve to ensure you can make satisfactory progress in the program. If you decide that a leave of absence is appropriate, then you must submit a Leave of Absence Request form which is available from your Major Professor. Without the submission and approval of this form, the program will consider your absence a withdrawal from the program. In such cases, you may be automatically withdrawn from the program, requiring you to reapply to the program if and when you are able to return.

A Leave of Absence is for a limited time and determined with your input and that of the faculty. If you do not return to the program or contact the program co-coordinators by the end of the approved leave period requesting additional, you will be withdrawn from the program.

## Professional Development

Professional development is one of the cornerstones of the Ph.D. program. The first and basic development component of the program is in the doctoral seminar course (COUN 8501). But the program is more than simply completing required courses. Developing a professional identity is a career-long process, and the program focuses on helping you form a scholarly identity. Everything you and the faculty do, inside and outside of the classes, is designed to accomplish this goal.

Developing comfort with the research process is also a component of developing a scholarly identity. You are encouraged to attend as many dissertation proposal and/or defense meetings as possible prior to your own proposal meeting. We encourage you to attend the various seminars and colloquia held by the program, the other programs in CEPR, and across campus.

In the interest of developing a professional identity, your professors and mentors expect you to become actively involved in research and as well co-teach, co-consult, co-write, and attend professional meetings. You must be proactive in acquiring the experiences and attitudes inherent in becoming a scholar. You are expected to participate in the entire research process, including presenting and publishing, as a part of your program, prior to the dissertation. Faculty have research labs that you can join. You should identify a research mentor among faculty and work with that person to participate in research and writing. You may find it to your benefit to work with more than one faculty member during your program.

You should begin the research group process early (within the first year). This might feel difficult to do because you will be engaged in so many pressing coursework demands, but it is important that you make time to connect with faculty whose research has interest and potential for you. This is an important way to build a professional identity, begin to fulfill the residency research requirement, and to prepare for your dissertation. Let faculty know of your special interests, talents, and needs.

All Counselor Education and Supervision doctoral students are **strongly encouraged** to become actively involved in professional counseling organizations. Doctoral students are encouraged to attend

conferences related to counselor education and supervision. Presenting at conferences is an important opportunity to gain experience and network with other professionals. Students are required to author scholarly works and encouraged to present their findings at professional conferences. Such publications and presentations may potentially increase students' marketability post-graduation. Often, class assignments involve the initial version of a paper that might be refined for publication. Students are encouraged to follow-up and develop these papers and to discuss opportunities to write and co-author, with their Major Professor and/or other faculty members.

#### *Travel Support for Students Presenting at Professional Conferences*

The department generally has funds available to support student travel to conferences when they are presenting research or clinical findings. This is a tremendous opportunity when available and all students are encouraged to work with their Major Professor and other faculty to engage in research that can be presented at conferences. Preference is given to presentations at national meetings, but other venues will be considered. Funding is not a given and is based on the availability of funds in the department, prior travel support, and overall demand for support by all members of the department. Students must receive approval from the department chair, in writing, before any travel support is provided.

Typically, the department will fund one conference trip each academic year for current students who are presenting research (paper, poster, workshop) at a counseling-related professional meeting (ACA, AAMFT, ACMHC, and APA are examples. For more information, contact your Major Professor.

#### *Society Membership*

A central component of being a doctoral student is being active in professional organizations in the field. You are not required to be a member of any professional organization, but we do encourage all of our students to engage in the service and learning opportunities associated with organizations in counseling and related fields. Some of the common organizations to which our students and faculty belong are listed below.

#### Chi Sigma Iota Honor Society

The international honor society of professional counseling, Chi Sigma Iota ([www.csi-net.org](http://www.csi-net.org)), has a local chapter, the Kappa Zeta Chapter, at the UofM. Chapter membership is open to students who have completed at least 12 semester hours of coursework in a counseling degree program. Students must also have a 3.5 GPA at the time of application. Doctoral students who joined CSI while they were master's students and are current members may transfer their membership to the Kappa Zeta chapter. The chapter sponsors continuing education and social and professional activities throughout the year. Please contact the chapter advisor, Dr. Pam Cogdal ([pcogdal@memphis.edu](mailto:pcogdal@memphis.edu)) for more details.

#### National Organizations

*American Counseling Association (ACA)*. The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, the ACA is the world's largest association exclusively representing professional counselors in various practice settings.

The ACA helps counseling professionals develop their skills and expand their knowledge base. ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before Congress and federal agencies and strives to promote recognition of professional counselors to the public and the media.

Students are encouraged to join the ACA and network with the many professionals and peers dedicated to the profession of counseling. Memberships are available to both undergraduate and graduate students enrolled at least half-time or more at the college level. Student members must present proof of academic credentials upon request. Students interested in obtaining ACA's competitive insurance rates for their clinical classes may contact ACA staff or download insurance information at <http://www.counseling.org>. A professor signature is required. The ACA includes 19 Divisions within the association. For additional Information go to [www.counseling.org](http://www.counseling.org). Our faculty and doctoral students routinely present at the ACA Annual Conference, as well as the conferences of the various ACA Divisions.

*Association for Counselor Education and Supervision (ACES)*. The Association for Counselor Education and Supervision is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors. In addition, ACES publishes a quarterly journal, *Counselor Education and Supervision*, which presents current issues, relevant research, proven practices, ethical standards and conversations in counselor training and supervision. ACES members have been and continue to be trailblazers in terms of the competencies for supervision, counselor training, research, multicultural competence, and advocacy. Many of the leaders of the counseling profession are members of ACES and there are always opportunities to become involved in leadership through task forces, committees, interest networks, and elected positions.

Doctoral students play an especially important role in ACES. Students enrolled in their doctoral studies in counselor education and supervision programs will find opportunities to work with and learn from current faculty members and leaders in the counseling profession. In addition, the conferences provide opportunities to network with other counseling professionals, and to present their research and experiences to professional colleagues. The primary purpose of the Association, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve the provision of counseling services in all settings. For more information refer to [www.acesonline.net](http://www.acesonline.net).

### Regional and State Organizations

*Tennessee Counseling Association (TCA)*. The TCA is state Branch of the ACA. TCA exists to enhance the quality of life and well-being in the state of Tennessee. The TCA hosts an annual conference as well as training and other activities throughout the year. For more information refer to [www.tcacounselors.org](http://www.tcacounselors.org).

*Southern Association for Counselor Education and Supervision (SACES)*. SACES is the regional affiliate of ACES, and like the national organization is committed to quality education and supervision of counselors in all work settings. SACES focuses its activities on the Counselor Education and Supervision programs, experiences, licensure, and other pertinent facets of counseling in the Southern Region. Our faculty and doctoral students routinely present at the SACES Conference. For more information, refer to

[www.saces.org](http://www.saces.org).

### **Title IX Policy**

As required by Title IX of the Education Amendments of 1972, the UofM prohibits discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment, including sexual violence, committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of sexual misconduct prohibited by the university.

UofM policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention. If you encounter sexual misconduct, please contact the UofM Office of Institutional Equity. Refer to [www.memphis.edu/oie](http://www.memphis.edu/oie) for more information.

### **Non-Discrimination Statement**

The CEPR Counselor Education and Supervision Ph.D. Program provides equal opportunity for all persons, including faculty and employees, with respect to hiring, continuation, promotion and continuing faculty status (i.e. tenure), applicants for admission, enrolled students, and graduates, without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

# Appendix A

**University of Memphis**  
**Department of Counseling, Educational Psychology and Research**  
**Ph.D. Program in Counselor Education and Supervision**  
**Student Informed Consent Statement**

The Counseling profession is safeguarded and guided by the American Counseling Association's Code of Ethics. As a CACREP accredited program that ascribes to the stringent requirements and rigors of the counseling profession, our faculty has approved this document for the purposes of student informed consent. The following paragraphs outline our expectations for the successful completion of a students' degree program and the appropriate courses of action should students encounter difficulty achieving the required personal, professional, or academic level of development and functioning necessary for the delivery of effective counseling services. You must have read this Handbook and sign, date, and return the signature page to your Major Professor indicating that you understand the requirements of the Ph.D. in Counselor Education and Supervision by no later than September 15.

1. In order to successfully complete the Ph.D. in Counselor Education and Supervision, I will be expected to demonstrate:
  - a. academic competence and counseling skills appropriate for a counseling intern
  - b. appropriate interviews and sessions with clients
  - c. ethical, multiculturally sensitive, and professional clinical practice
  - d. appropriate relationships with peers, faculty, clients, supervisors, and outside agencies

Failure to attain such skills may result in my being required to repeat coursework, adhere to a remediation plan, or my dismissal from the program.

2. I understand that I must abide by the American Counseling Association Code of Ethics (2014) and manage myself as a student and intern in an ethical manner.
3. I understand that my First Amendment Rights do not allow me the option to discriminate against clients with different values than my own and non-discrimination is required of student and professional counselors.
4. The Graduate Student Handbook Outlines the course sequence, projected course offerings, prerequisites, program requirements, student evaluation, remediation and retention procedures.
5. I understand that my performance in the Counselor Education and Supervision program at the University of Memphis will be evaluated on academic, professional and clinical/experiential skills components. The specific methods of evaluation for each individual course will be covered by the instructor of that course. A Professional Performance Evaluation will be integrated throughout the curriculum. In addition, students will continuously be evaluated throughout their degree program by faculty in the following (CORIS) domains:

**Commitment**

- Investment in the counseling profession and your professional development
- Commitment to: developing counselor identity, advocacy, professional excellence, civic engagement, collaboration, interpersonal competence, and to being an excellent scholar and practitioner.

#### **Openness**

- Openness to ideas, learning and change
- Openness to learning to give and receive feedback
- Openness to growth and self-development
- Openness to others

#### **Respect** for self and others including

- Perceives and honors diversity
- Appropriate self-care
- Wellness philosophy

#### **Integrity** meaning an attitude or way of being including

- Personal responsibility, integrity, maturity
- Honesty
- Courage
- Congruence

#### **Self-awareness**

- An attitude of self-reflection and self-exploration
- Awareness of one's place in history and culture
- Awareness that leads to an attitude of humility
- An awareness that leads to integrity

6. I understand that the Counselor Education and Supervision Program encourages self-growth and requires participation in experientially based courses. Courses requiring self-growth/experiential and professional competence components are integrated throughout the curriculum. Self-disclosure will not be used as a basis for grading, however, should I disclose information indicating impairment or the potential for harm to clients, I may be required to obtain assistance or remediation, and/or terminate my enrollment in the program. Openness to participation and self-exploration in experiential work is required.
7. I am aware that I must complete clinical experiences outside of the department. Students will receive supervision for these experiences by both a University of Memphis supervisor in addition to an agency site supervisor.

8. Proficiency as both a practicum and internship student is expected for the successful completion of the Counseling Degree at the University of Memphis. Regular evaluations of my progress will be provided during Practicum and Internship. If I fail to meet performance standards in these courses or behave in an unprofessional or unethical manner, I may be required to repeat coursework, to obtain assistance or remediation, and/or terminate my enrollment in the program.
  
9. Licensure:
  - a. I understand that licensure requirements vary by state. I will work with my advisor to determine any special courses needed if I am planning to move outside of Tennessee after graduation.
  - b. I understand that the University of Memphis prepares students interested in school counseling to be school counselors in Tennessee and may need to meet deficiency requirements for other states.
  - c. I understand that a criminal record may preclude me from serving at an internship site or from attaining licensure based on site or state regulations.

Informed Consent

I, \_\_\_\_\_, have read this Handbook and understand the requirements of the Ph.D. in Counselor Education and Supervision. I understand that my psycho- social, emotional and cognitive capacity to perform the competencies of a professional counselor will be continually evaluated by the counseling faculty and that the completion of coursework does not guarantee practice in the profession of counseling. I also understand that some experiential components of the counseling program may cause psychological discomfort and/or may reveal to me patterns or problem areas in my life that may need to be addressed in professional counseling. I have the opportunity to discuss any questions or concerns with a faculty member.

I understand all of the foregoing information and agree to abide by the rules and policies of The University of Memphis Department of Counseling, Educational Psychology and Research.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Appendix B

### Counselor Education and Supervision Ph.D. Program Coursework Requirements Academic Year 2020-2021

**Core Counseling Courses (30 credit hours).** All courses are required. Requirements for prerequisites are based upon previous relevant coursework and Major Professor recommendations.

Course	Title (Full-time sequence)	Credit Hours
COUN 8501	Doctoral Seminar in Counseling (First year, fall semester)	3
COUN 8510	Counselor Supervision (Second year, fall semester)	3
COUN 8511	Practicum in Counseling (First year, spring semester)	3
COUN 8512	Teaching in Counselor Education	3
COUN 8530	Doctoral Intern in Counseling	3
COUN 8831	Advanced Group Processes (First Semester Fall)	3
COUN 8841	Advanced Counseling Theories & Techniques (Second year, fall semester)	3

**Multicultural, Diversity, and Special Population Issues in Counseling (3 credit hours).** You must take one of the following.

Course	Title (Full-time sequence)	Credit Hours
COUN 8700	Spiritual Issues in Counseling	3
COUN 8751	Gender Issues in Counseling	3
COUN 8752	Counseling Gay, Lesbian, and Bisexual Clients	3
COUN 8820	Mental Health Issues in Military and Veteran Populations	3

**Research Requirements (18 credit hours).** All courses are required.

Course	Title (Full-time sequence)	Credit Hours
EDPR 8511	Measurement and Evaluation	3
EDPR 8541	Statistical Methods I	3
EDPR 8542	Statistical Methods II	3
EDPR 8561	Introduction to Qualitative Research	3

COUN 8502	Counseling Residency Research Seminar	3
CPSY 8203	Seminar in Counseling/Counseling Psychology Research	3

**Electives (6 credit hours).** All courses must be approved by your Major Professor.

Course	Title (Full-time sequence)	Credit Hours
COUN TBD	TBD	3
COUN TBD	TBD	3

**Dissertation (9 credit hours minimum)**

Course	Title (Full-time sequence)	Credit Hours
COUN 9000	Dissertation	9