DOCTORAL STUDENT HANDBOOK

for the

DOCTOR OF PHILOSOPHY IN EDUCATION

With an Emphasis in
COUNSELING

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# Table of Contents

WELCOME ......................................................................................................................... 4
THE UNIVERSITY CAMPUS .............................................................................................. 4
OVERVIEW ............................................................................................................................ 4
PHILOSOPHY ....................................................................................................................... 5
DOCTORAL MISSION STATEMENT ....................................................................................... 5
SPECIFIC PROGRAM OBJECTIVES .................................................................................... 6
FACULTY ............................................................................................................................... 7
ADMISSION PREREQUISITES AND PROCEDURES .......................................................... 8
APPLICATION PROCEDURES .............................................................................................. 8
FINANCIAL ASSISTANCE .................................................................................................... 10
GENERAL REQUIREMENTS ................................................................................................ 10
THE DEGREE PROGRAM .................................................................................................... 10
TRANSFERRING CREDITS .................................................................................................. 13
PROGRAM TIMELINE ......................................................................................................... 13
QUALIFYING EXPERIENCE ............................................................................................... 17
DOCTORAL INTERNSHIP .................................................................................................... 18
CO-TEACHING & TEACHING ............................................................................................ 19
COMPREHENSIVE EXAM (COMPS) .................................................................................. 20
DISSERTATION COMMITTEE COMPOSITION .................................................................... 24
GRADUATE EQUIVALENCY HOURS .................................................................................... 24
Grade Replacement ............................................................................................................ 25
GRADUATION ...................................................................................................................... 25
RESIDENCY REQUIREMENT, FULL TIME STUDY, AND CLASS TIMES ................................ 25
LEAVE OF ABSENCE ........................................................................................................... 25
CLASS ATTENDANCE ......................................................................................................... 26
IMPORTANT DOCUMENTS .................................................................................................. 26
SERVICES FOR STUDENTS WITH DISABILITIES ............................................................. 26
INTERNATIONAL STUDENTS ............................................................................................. 26
RETENTION & REMEDIATION: REVIEW BOARD PROCEDURE ......................................... 27
GRADUATE GRADE APPEALS ........................................................................................... 27
PROFESSIONAL LIABILITY INSURANCE .......................................................................... 27
ENDORSEMENT POLICY .................................................................................................... 28
PROFESSIONAL ORGANIZATIONS & PROFESSIONAL OPPORTUNITIES: ....................... 28
ACA 2014 ETHICAL CODES ................................................................................................ 31
RESOURCES ON CAMPUS .................................................................................................. 31
HELPFUL LINKS ........................................................................................................................................ 32
GUIDE TO FORMS ..................................................................................................................................... 33
GRANTS AND TRAVEL FUNDING ........................................................................................................ 36
SEEKING COUNSELOR EDUCATION FACULTY POSITIONS ......................................................... 36
DUAL RELATIONSHIPS WITH MASTER’S STUDENTS ........................................................................... 37
DOCTORAL STUDENT PARENTS ........................................................................................................... 39
COUNSELING DOCTORAL STUDENTS LEADERSHIP & SERVICE COMMITTEE .......................... 40
SOCIAL MEDIA ......................................................................................................................................... 41
FERPA & CITI TRAINING .................................................................................................................... 42
WITHDRAWING FROM THE PROGRAM ............................................................................................... 43
APPENDICIES .......................................................................................................................................... 44
  Qualifying Experience Outline ........................................................................................................... 44
  Doctoral Internship Contract .............................................................................................................. 47
  UMSL Counseling Program Multiple Article Dissertation Format .................................................... 49
  UMSL Counseling Program Doctoral Internship Hours Log ............................................................. 55
WELCOME
Welcome to the PhD in Counseling! We are delighted you have selected the University of Missouri – St. Louis as the venue for your doctoral studies. This Student Handbook contains valuable information that will assist you in the next few years as you work toward degree attainment. It is important that you review the contents of this Student Handbook and keep it in a safe place for future reference. Students are responsible for knowing and adhering to the policies outlined in this handbook. Also, be sure to read and use the general UMSL Graduate Student Handbook and the College of Education PhD Handbook. These are available via the UMSL Homepage and the College of Education Homepage, respectively.

THE UNIVERSITY CAMPUS
The University of Missouri-St. Louis prides itself on being an urban campus of a state land-grant university. Approximately 17,000 students are enrolled at the University. By enrollment, the University of Missouri-St. Louis is the largest urban university in the State of Missouri. It is committed to intellectual, professional, and cultural diversity. It is an equal opportunity and an affirmative action institution. It is located in metropolitan St. Louis, an urban and cultural center of nearly 3 million people. As with other major urban areas in the United States, living conditions within the greater St. Louis metropolitan area vary. Students are generally able to find affordable and acceptable housing on campus or within a short commuting distance from the University. While mass transit is available, with Metrolink (light rail) and bus service on the campus, many students find a car necessary.

OVERVIEW
In 1998, the Board of Curators of the University of Missouri and the Missouri Coordinating Board of Higher Education approved the Ph.D. in Education at the University of Missouri—St. Louis. The Counseling faculty in the College of Education at the University of Missouri-St. Louis developed a formal degree emphasis in the area of Counseling. The Ph.D. program is based on a researcher practitioner model; it is primarily designed to train researchers, scholars, and academicians. Because the mental health service field is quickly becoming a field primarily employing master’s level practitioners (counselors and social workers) the faculty members felt that individuals seeking Ph.D. training should be trained well to perform activities valued in academic, supervisory, and research settings. The Ph.D. deepens a graduate’s understanding and provides refined research, supervisory, and scholarship skills (marketable skills beyond those required to practice in the mental health field). Graduates of the program will have a degree that clearly distinguishes them from the entry-level practitioner – to the level of research expert in the field of counseling. For example, the internship required of the Ph.D. emphasizes research-based inquiry in addition to teaching, supervision, leadership and advocacy, and the provision of mental health services. In this way, the Ph.D. program prepares graduates for roles anticipated in the 21st Century. The Ph.D. program is fully accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).
The Ph.D. is designed to train or to enhance the credentials of professional counselors, and therefore, its intention is to provide training which can lead to licensure in counseling. (Note: licensure standards vary by state, and the acceptability of the Ph.D. program for counselor licensure should be explored in the state of relevance before enrollment, if a specific license is sought.)

The Ph.D. program is based on a researcher practitioner model, with the researcher part of the equation emphasized. Each student is expected to be a contributing member of a professor's research group during the entire doctoral student program. Theory, research, and practice are integrated throughout the program.

**PHILOSOPHY**

Ph.D. training in counseling at the University of Missouri-St. Louis is designed to prepare researcher practitioners with a firm understanding of factors affecting human development within a cultural context. Although the study of theory, research, and practice in counseling is oriented to both normal and abnormal human development, emphasis is given to practices that enhance and promote optimal psychological and social development. The program does not adhere to any one theory of human development or any one theory of counseling or psychotherapy. The interests of the faculty members reflect many theories currently used by counselors (e.g., psychodynamic, cognitive-behavioral, family/social systems, constructivist, person-centered, etc.). The study of diverse theories, research methods, assessment techniques, and therapeutic techniques is encouraged. The interdependence of theory, research, and practice is emphasized.

**DOCTORAL MISSION STATEMENT**

Students completing the Ph.D. in counseling will be knowledgeable about counseling’s knowledge base; will be competent in research, measurement, and statistical methods; and will possess a high level of applied research and clinical skills. The goal of the program is to prepare culturally competent professionals adept at theory development, qualitative and quantitative research methods, and integration of research with practice in counseling settings. The larger program intent is to produce researcher practitioners who can provide and assess services designed to enhance the lives of diverse individuals facing challenges throughout the lifespan.

The Mission Statement for the counseling doctoral program is as follows:
The Doctoral Program in Counselor Education at the University of Missouri-St. Louis prepares doctoral level counselor educators and supervisors to train professional counselors who will provide services to meet the mental health needs of culturally diverse individuals, groups, couples, and families in need. The goal is to train practitioner-scholar-advocates who can contribute to the professional counseling field in academic, research, and practice contexts. The program's outreach extends to individuals who practice counseling in schools, colleges and universities, community based organizations, business and industry, as well as independent practice. The program strives to develop a culturally diverse student population and to draw students from local, regional, national, and international locations.
SPECIFIC PROGRAM OBJECTIVES

- To build upon and enhance the knowledge base in core counseling areas through successful completion of advanced doctoral coursework in research and counseling practice.

- To refine counseling practice skills and enhance the supervised experience base through successful completion of an advanced doctoral practicum and a doctoral internship.

- To teach and to require the ethical practice of counseling, counseling research, and counselor education through coursework and supervision of practice.

- To enhance the student’s ability to identify and to solve complex problems in education and counseling.

- To train counselor educators and supervisors of counselors-in-training.

- To prepare professional counselors to provide a full-range of counseling services to individuals from differing cultural backgrounds facing challenges throughout the life span. This requires academic training and supervised practice (both as a student and as a potential supervisor-in-training) addressing the concerns of clients from varied cultural backgrounds, including individuals in protected or minority statuses.

- To prepare professionals adept at (a) theory development; (b) qualitative and quantitative research methods; (c) integration of research with practice in school and non-school counseling settings through advanced coursework and a research seminar.

- To apply counseling theory to the process and practice of consultation in various counseling and educational contexts, learned primarily through the doctoral practicum and doctoral internship, but proceeded by classroom instruction on organizational climate, ethical climate, and problem solving.

- To provide a context for skill development and practice in individual, career, and group assessment (including intelligence, aptitude, achievement, interest, and personality assessment) through a supervised advanced doctoral practicum and doctoral internship.

- To train researchers, scholars, and academicians (counselor educators) and to develop and to refine scholarship skills for anticipated entry into the academy through advanced coursework including research methodology and counseling research.
• To encourage and facilitate linkage to the counseling professional community and academy through organizational involvement and efforts to present scholarly findings at professional conferences or in professional journals. Students will be encouraged to submit their work for publication or presentation through professional and academic outlets.

FACULTY

EMILY BROWN, Assistant Professor
Contact Info: brownemily@umsl.edu (314) 516-5792
Degree: Ph.D., University of Tennessee, Knoxville
Relevant Credentials: LPC, RPT-S, NCC

R. ROCCO COTTONE, Professor
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Degree: Ph.D., Saint Louis University
Relevant Credentials: Missouri Licensed Psychologist (Certified Health Service Provider), Licensed Professional Counselor – MO; Certified Family Therapist.

MARY EDWIN, Assistant Professor
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Relevant Credentials: LPC, NCC

SUSAN KASHUBECK-WEST, Professor, ESPP Department Chair
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Relevant Credentials: Licensed Psychologist

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Contact Info: skf5b@umsl.edu
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Relevant Credentials: NCC

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Relevant Credentials: LPC, NCC

(MARY) LEE NELSON, Teaching Professor
Contact Info: nelsonmary@umsl.edu (314) 516-5992
Degree: Ph.D., University of Oregon
Relevant Credentials: Licensed Psychologist
ADMISSION PREREQUISITES AND PROCEDURES

Prerequisites
To be considered for admission, an applicant must meet all of the prerequisites listed below. It should be noted that meeting these prerequisites assures that the applicant will be considered for admission. Since the number of new students accepted into the doctoral program is limited, not all qualified applicants can be accepted for admission. Applicants should focus on presenting the strongest application packet possible, rather than meeting the minimum requirements.

1. Master's degree in counseling or a related field from a regionally accredited institution including the following courses or their equivalents: (a) Counseling Theories; (b) Human Growth and Development; (c) Social and Cultural Foundations; (d) The Helping Relationship; (e) Professional Orientation; (f) Career and Life Planning Theory and Practice; (g) Assessment and Evaluation; (h) Group Counseling; (i) Research and Evaluation; (j) Practicum and Internship. Any of these courses, or equivalents, not completed before admission will be required as part of the doctoral program of studies. Students will be expected to complete the prerequisite coursework before beginning doctoral level work.

2. Good standing at the institution of higher learning last attended.

3. Significantly above average grade point averages: at least a 3.0/4.0 undergraduate GPA or a 3.5/4.0 graduate GPA.

4. Three letters of support (forms are supplied with the application form) from persons who can knowingly evaluate the applicant’s leadership potential and probable success in doctoral studies. Individuals asked to make recommendations should be informed of the purpose and type of information needed. At least two letters should be from individuals with earned doctorates.

5. Complete and submit the supplemental application materials as instructed in the section on “Application Materials” which follows.

APPLICATION PROCEDURES
For U.S. citizens or residents, Visit the “How to apply” to the graduate program link at: https://www.umsl.edu/gradschool/prospective/how-to-apply.html. For general information on
the program, application forms, and specific guidance through the application process, please contact: University of Missouri-St. Louis, Graduate School Admissions, 121 Woods Hall, St. Louis, MO 63121-4400; phone: 314-516-5458; FAX: 314-516-6996; e-mail: gradschool@umsl.edu.

Any student who is not a U.S. citizen or a U.S. resident should follow the procedures described at the link for Frequently Asked Questions (FAQ): https://www.umsl.edu/gradschool/prospective/admissions-faq.html. For more information contact: University of Missouri-St. Louis, International Admissions Officer, Office of International Student and Scholar Services, (261 Millennium Student Service), One University Blvd., St. Louis, Missouri (MO) 63121-4499; phone: 314-516-5229; FAX: 314-516-5636; e-mail: iss@umsl.edu

Checklist for Application to the Graduate School and the Counseling Doctoral Program
Please review the items below to ensure that you have completed all of the requirements for your application.

☐ Complete and submit the online Graduate School application

☐ Pay the application fee if you are a first-time UM-St. Louis graduate student

☐ Request an official transcript of each University you have attended to be sent to the Graduate Admissions Office.

☐ Request letters of recommendation to be submitted to the Graduate Admissions Office. Use the standard graduate school forms. Three letters of reference are required.

☐ Submit supplemental application documents through the Department doctoral program email portal at CounselingDocApps@umsl.edu. The documents must include:

• Your professional resume. Please send a PDF version of your most recent resume as an attachment through the doctoral program email portal at CounselingDocApps@umsl.edu.

• A copy of a paper you have written on a scholarly topic. Please submit a PDF copy of a paper as a “writing sample” (limited to 20 pages). Submit the paper as an email attachment to CounselingDocApps@umsl.edu.

• Answers to several questions. Please provide typed (double spaced) questions and responses that are saved and transmitted as a PDF document to the Department doctoral program email portal at CounselingDocApps@umsl.edu. Please answer each of these questions:

  Three Personal/Experiential Questions. The three following questions require a more narrative response. Please limit your responses to about 300 words per question.

  1. How do you envision the University of Missouri—St. Louis doctoral program preparing you to meet your career goals?
2. Briefly describe your experiences working with diverse populations and what you have learned from those experiences.

3. What personal qualities do you possess that relate to your interest in doctoral education in counseling?

Important Note: All email submissions to the counseling department doctoral application email portal must be in PDF format. Please save the file as LastNameFirstName.pdf [ex: BankenAmy.pdf] and send it as a PDF attachment to: CounselingDocApps@umsl.edu Please be sure to include your name and identification information in the email “subject” space for each submitted document.

The deadline for application to the doctoral program in counseling is December 1st for the following fall enrollment. The deadline may be extended in certain circumstances. Questions should be directed to Dr. Phillip Waalkes, coordinator of counseling doctoral programs, by email at: waalkesp@umsl.edu.

FINANCIAL ASSISTANCE

A. For student financial aid, including student loans, students are directed to: University of Missouri-St. Louis, Student Financial Aid (327 Millennium Student Center) One University Blvd., St. Louis, MO 63121-4499. Phone: 314-516-5526; email: financialaid@umsl.edu

B. Assistantships are offered at the college level and at the university level. For information regarding graduate assistantships and fellowships, students are directed to: University of Missouri-St. Louis, College of Education, Office of the Associate Dean for Academic Affairs (123 South Campus Classroom Building), One University Blvd., St Louis, MO 63121-4499. Phone: 314-516-5483.

GENERAL REQUIREMENTS

Each student’s program of study will include coursework in the counseling core: (a) Counseling Theories; (b) Human Growth and Development; (c) Social and Cultural Foundations; (d) The Helping Relationship; (e) Professional Orientation; (f) Career and Life Planning Theory and Practice; (g) Assessment and Evaluation; (h) Group Counseling; (i) Research and Evaluation; and (j) Practicum and Internship.

THE DEGREE PROGRAM

Effective date: Fall 2020

COUNSELING CORE (57 credits) - 6000-level courses are often transferred in from master’s program

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semesters Offered</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Required Courses (42 credits)</td>
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</tr>
<tr>
<td>CNS ED 6010 - Theories of Counseling</td>
<td>3</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>CNS ED 6020 - Ethical and Professional Issues</td>
<td>3</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Offered</td>
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<tr>
<td>CNS ED 6030</td>
<td>Foundations of Multicultural Counseling</td>
<td>3</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>CNS ED 6040</td>
<td>Group Procedures in Counseling</td>
<td>3</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CNS ED 6050</td>
<td>Individual Inventory</td>
<td>3</td>
<td>Fall &amp; Summer</td>
</tr>
<tr>
<td>CNS ED 6400</td>
<td>Career Information &amp; Development</td>
<td>3</td>
<td>Spring &amp; Summer</td>
</tr>
<tr>
<td>CNS ED 6410</td>
<td>Advanced Career Development</td>
<td>3</td>
<td>Fall (even years)</td>
</tr>
<tr>
<td>ED PSY 6210</td>
<td>Lifespan: Individual and Family Development (or ED PSY 6222)</td>
<td>3</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CNS ED 7000</td>
<td>Advanced Theories &amp; Practice of Counseling (taken Fall &amp; Spring of 1st year)</td>
<td>6</td>
<td>Fall &amp; Spring</td>
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<tr>
<td>CNS ED 7010</td>
<td>Advanced Multicultural Counseling</td>
<td>3</td>
<td>Fall (odd years)</td>
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<tr>
<td>CNS ED 7030</td>
<td>Counselor Education &amp; Supervision of Individuals &amp; Groups</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>CNS ED 7035</td>
<td>Counselor Education &amp; Supervision Practicum</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>CNS ED 7075</td>
<td>Teaching, Learning, and Technology in Counselor Education</td>
<td>3</td>
<td>Spring (even years)</td>
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<tr>
<td><strong>Practicum</strong> (3 credits)</td>
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<tr>
<td>CNS ED 6270</td>
<td>School Counseling Practicum</td>
<td>3</td>
<td>Fall &amp; Spring</td>
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<tr>
<td>CNS ED 6370</td>
<td>Clinical Mental Health Counseling Practicum I</td>
<td>3</td>
<td>Fall &amp; Spring</td>
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<tr>
<td><strong>Field Experience</strong> (6 credits)</td>
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<tr>
<td>CNS ED 6280</td>
<td>School Counseling Field Experience</td>
<td>3</td>
<td>Fall &amp; Spring</td>
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<tr>
<td>CNS ED 6380</td>
<td>Clinical Mental Health Counseling Field Experience</td>
<td>3</td>
<td>Fall, Spring, &amp; Summer</td>
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<tr>
<td><strong>Electives</strong> (6 hours)</td>
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<tr>
<td>CNS ED 6220</td>
<td>Counseling Individuals with Disabilities</td>
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<tr>
<td>CNS ED 6500</td>
<td>Introduction to Systems Theory for Relationship Counseling</td>
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<tr>
<td>CNS ED 6510</td>
<td>Couples Counseling &amp; Enrichment</td>
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</table>
| CNS ED 6600 | Theories &
Techniques of Counseling Children & Adolescents, CNS ED 6610 - Introduction to Play Therapy, CNS ED 6620 - Advanced Play Therapy, CNS ED 6630 - Career Development in K-12 Schools, CNS ED 6600 - Counseling Children & Adolescents, CNS ED 6680 - School Counseling in the Classroom, CNS ED 6700 - Introduction to Addictive Behavior & Addictions Counseling, CNS ED 6730 - Counseling for Loss, Crisis, & Trauma, CNS ED 6830 - Counseling African American Clients, CNS ED 6840 - Counseling Sexual & Gender Minorities, CNS ED 6850 - Social Class & Poverty Issues in Counseling, CNS ED 6870 - Counseling & Cultural Competence in a Global Society

**RESEARCH METHODS** (21 credits) - ED REM 6710 is often transferred in from master’s program

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semesters Offered</th>
<th>Prerequisites</th>
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<tr>
<td>ED REM 6710 - Educational Research Methods &amp; Design</td>
<td>3</td>
<td>Fall, Spring, &amp; Summer</td>
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<tr>
<td>CNS ED 7020 - Seminar in Counseling Research</td>
<td>3</td>
<td>Spring</td>
<td>ED REM 7771</td>
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<tr>
<td>CNS ED 7025 - Seminar in Counseling Research</td>
<td>3</td>
<td>Fall</td>
<td>CNS ED 7020</td>
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<tr>
<td>ED REM 7771 - Quantitative Research Methods</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>ED REM 7781 - Qualitative Methods in Educational Research I</td>
<td>3</td>
<td>Fall</td>
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**Elective Choice** (3 credits) - One of the following:

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Semesters Offered</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>ED REM 7772 - Quantitative Research Methods II</td>
<td>3</td>
<td>Spring</td>
<td>ED REM 7771</td>
</tr>
<tr>
<td>ED REM 7782 - Qualitative Methods in Educational Research II</td>
<td>3</td>
<td>Spring</td>
<td>ED REM 7781</td>
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**Elective Choice** (3 credits) - One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semesters Offered</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ED REM 7772 - Quantitative Research Methods II (if not taken above)</td>
<td>3</td>
<td>Spring</td>
<td>ED REM 7771</td>
</tr>
<tr>
<td>ED REM 7782 - Qualitative Methods in Educational Research II (if not taken above)</td>
<td>3</td>
<td>Spring</td>
<td>ED REM 7781</td>
</tr>
<tr>
<td>ED REM 6730 - Educational Program Development and Evaluation</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ED REM 6732 - Advanced Educational Program Development and Evaluation</td>
<td>3</td>
<td>Spring</td>
<td>ED REM 6730 or consent of instructor</td>
</tr>
</tbody>
</table>

**DOCTORAL INTERNSHIP** (6 credits) - 600 hours divided between teaching, supervision, counseling, research, & leadership & advocacy experiences - Can be repeated & broken into 1 credit/100 hour blocks

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<tr>
<th>Course</th>
<th>Credits</th>
<th>Semesters</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Semesters Offered</td>
<td>Prerequisites</td>
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<td>--------------------------------</td>
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</tr>
<tr>
<td>CNS ED 7780 - Doctoral Internship</td>
<td>Variable</td>
<td>Fall, Spring, &amp; Summer</td>
<td>CNS ED 7000</td>
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**DISSERTATION RESEARCH** (6 credits minimum) - Can be repeated

<table>
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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 7999 - Dissertation Research</td>
<td>Variable</td>
<td>Fall, Spring, &amp; Summer</td>
<td>Candidacy Status</td>
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</table>

90 Credits Total

**TRANSFERRING CREDITS**

Students who have completed a master’s degree in a CACREP-accredited program typically transfer in most or all of the required master’s level coursework for the program. Students can transfer in credits from non-CACREP-accredited master’s programs or from programs in related fields at the discretion of the faculty. Students cannot transfer in more than 33 credits from their master’s programs. Students transferring in credits from an institution using the quarter system should consult with their advisors and/or the doctoral program coordinator. For students transferring in from other doctoral programs over half of their coursework must be completed at UMSL (up to 45 credits). If students need to finish master’s level internship hours, those can be completed through the CSAC.

**PROGRAM TIMELINE**

**Becoming a Doctoral Student**

Starting a doctoral program is an exciting milestone that can change the trajectory of your career. It is also associated with many transitions and adjustments to your personal and professional life which are needed in order to accommodate the time and commitment that is required to be a successful doctoral student. Getting your doctorate should be more than just being able to call yourself a doctor. You should pursue a doctorate to do scholarly work that matters to you and that will be beneficial to the counseling profession as a whole. Having such a mindset will help you stay focused and motivated throughout the program. There are many books, blogs and websites that can provide you with guidance and tools needed to do well in the doctoral program. For example, a book by Kevin Haggerty and Aaron Doyle titled *57 Ways to Screw up in Grad School* can provide you with specific tips to succeed in the academic world.

**Time Expectations**

For the first couple of years of the doctoral program students can expect to spend significant time on campus beyond evening class time. In addition to time expectations associated with typical coursework, doctoral students can expect to spend extra time on the following courses as described below:

1- **CNS ED 7000 (Adv. Theories and Practicum)** - During the first year students are encouraged to take advanced theories and practicum class (CNS ED 7000). This class requires students to complete 100 hours of practicum, including 40 direct client hours. Students can
count the direct hours they get from their employment (if working as a counselor providing individual therapy to clients) toward their practicum hours. However, you are still expected to see at least one client at the CSAC. You will also have scheduled weekly supervision with your supervisor. This can range in amount of hours spent, but plan on at least three extra hours a week. The more clients you see the more time you will need to set aside. If you are already a practicing therapist, you’ll only need 1 additional client through the CSAC (for recording/training purposes), so this amounts to about 3 hours per week for the session, supervision, and documentation.

2 - CNS ED 7030 (Supervision) & CNS ED 7035 (Supervision Practicum) - During the second year, you are expected to take the supervision class. As a part of the class requirements, you provide hour-long weekly individual supervision to 3 to 5 Master’s students (depending on the size of the supervision class and the number of master’s students needing supervision) who are enrolled in the practicum class. In addition to weekly meetings with Master’s students, you are expected to view students' videos and review their clinical notes which has to take place on campus. You will meet with your supervisor weekly in addition to meeting weekly with your master’s student supervisees. Hours will depend on how many supervisees you have for the semester.

3 - CNS ED 7020 (Research) & CNS ED 7025 (Adv. Research) - You will need to dedicate time to finding and reading research articles, meeting with a partner and/or supervisor/professor, and writing up material. Institutional Review Board (IRB) approval of your research project can often take more than a month and possibly longer depending on the nature of your project. This timeline affects your data collection period and the final write up. Your participant recruitment phase (including possibly advertising your study, promoting it on social media, or recruiting participants in other ways) will likely take time (possibly more than a month). You should expect to work during the summer semester between these two courses. Data cleaning and analysis in the fall semester will be time-consuming.

4 - CNS ED 7780 (Doc Internship) - Talk to your advisor about what is required in internship, how to do internship hours, when to register, logging hours, etc. Also you are encouraged to review the internship section of the doctoral program handbook. You will make a plan with your qualifying experience team members in order to meet 600 total hours in areas of: counseling, research, teaching, supervision, and/or leadership and advocacy. You must have hours in at least 3 of the 5 areas. You will also meet regularly with your supervisor when you are logging that category of internship hours in addition to group supervision.

Major Milestones
There are several milestones you are expected to accomplish before you can graduate from the doctoral program. The timing of when you accomplish certain milestones may vary depending on whether you are a full-time or a part-time student.

Initially, your focus should be on completing a Qualifying Experience which typically takes place in the spring semester of your first year or fall semester of your second year. For your Qualifying Experience, you need to designate three committee members which you will pick from the available counseling faculty. The Qualifying Experience committee typically becomes
your dissertation committee so make sure you pick individuals that share your interest or can
be valuable resources in your dissertation journey. One of the committee members is typically
your advisor who becomes the committee chair. For example, you may choose a faculty
member who is experienced in the methodology you would like to use for your dissertation.
During the Qualifying Experience you will be expected to discuss your plan of study, including
the electives you would like to take, how you would like to divide your internship hours as well
as your research interest and preliminary dissertation area (for more specific list see the
doctoral internship section of the handbook). You also discuss which dissertation format you
would like to use (traditional or multiple article). For more information on dissertation format
see the multiple article dissertation section of this handbook. After the Qualifying Experience
you should complete the D1 part A form and submit it to the graduate school.

After completing the Qualifying Experience you should make sure you are on track with taking
all the required coursework and start accruing your internship hours. Once you complete your
coursework and internship hours you are eligible to take your Comprehensive Exams
(COMPS). Typically students take their COMPS at the end of the spring semester, over the
summer or in early fall. The timing will depend on you as well as your committee members’
availability. You should discuss your plans to take COMPS with the committee months in
advance (e.g., if planning on taking them in May discuss it with the committee at the beginning
of the spring semester in January). Discussing your plans early will give you a chance to
prepare for the exams. Ask professors about their expectations for the exams (e.g., take home
exam or sit down) and ways in which you can prepare (e.g., pulling relevant literature,
reading). COMPS is a major time commitment (often 4 weeks of continuous work) so ensuring
you have enough time to prepare and take the exams is important. Therefore, in addition to
thinking about your academic work you should also consider personal commitments before
settling on the timeline of your COMPS. See the COMPS section of the handbook for more
information

Once you complete your COMPS you can submit the D1 part B, D3 and D4 form. After the
forms are processed by the graduate school you are officially considered a Doctoral Candidate
and can start working on your dissertation. First step on your dissertation journey is proposing
your dissertation topic. The proposal will look differently depending on what type of format
you chose for your dissertation (traditional or multiple article dissertation). In general, before
you can propose your dissertation you have to write an introduction, literature review and
method section. You will go back and forth with your committee chair making the revisions to
the proposal before you are able to present it in front of the whole committee. The book How to
Write a Lot by Paul Silvia is recommended for guidance on considering your process of writing
your dissertation. You are responsible for scheduling the proposal meeting with your
dissertation committee members in a timeline that fits with the requirements of the graduate
school. At least two weeks before the proposal meeting, you should send a copy of your
proposal document (including introduction, literature review, and method sections) to your
committee for their review. During the proposal, you will provide a brief (10-15 minute)
presentation of your study. After your presentation, your committee members will ask you
questions and provide you with feedback. Typically, your chair will take notes about suggested
changes so you can focus on responding to the feedback. After all committee members have
provided their feedback, you will step outside of the room and the committee will deliberate
about next steps. Then, you are invited back into the room and informed about the committee’s
decision. Committees typically want you to address their feedback in a revision to your
proposal document to the satisfaction of your chair (and possibly other members of your
committee as well). After your revisions have been approved, you can move forward with
applying for IRB approval and collecting data.

Your dissertation defense is conducted after you have completed data collection, data analysis,
and the writing of all parts of your dissertation (including results and discussion sections). Your
defense will look different depending upon if you chose the traditional dissertation format or
the three-article dissertation format. Like for proposal, you will work with your chair to
determine when your dissertation is complete enough that you are ready for your defense. Then
you will schedule your defense with all of your committee members. It is your responsibility to
make sure you are scheduling the defense based on the timelines of the graduate school and
filling out appropriate forms related to your defense. At least three weeks before your defense
date, you should complete and submit the Preliminary Approval of Dissertation and Oral
successfully made any edits to the satisfaction of your dissertation committee/chair, you will
submit the Defense of Dissertation Committee Report & Final Approval of the Dissertation
[D7]. Like the proposal meeting, you will provide a brief (10-15 minute) presentation at the
beginning of your defense focused on the results and discussion sections of your study. After
this presentation, your committee will provide you with feedback. You will need to make
changes to your dissertation based on this feedback and will need to get these changes
approved by your chair and, possibly, the rest of your committee before you graduate. You will
also need to work with the graduate school to make sure your dissertation matches their
formatting guidelines. Unlike the proposal, students often invite friends and family members to
their defense to celebrate their accomplishment.

The semester you intend to graduate you should complete the UMSL college of education
Declaration of Intent to Graduate (COE-6). You will receive an email from the Doctoral
Program Director informing you of the deadline by which the COE-6 form must be submitted.
It is each student’s responsibility to know if you are eligible to graduate. In order to be eligible
for graduation in any semester, a student must have submitted the D5 to the Doctoral Program
Director for approval by the close of the term preceding the semester in which you wish to
graduate (e.g., 5 August 2017 for December 2017 graduation). You can always submit this
form to the graduate school if you think there is any chance you will graduate that semester.
Even if you do not end up graduating that semester, the fact that you turned in the form will not
be held against you. However, you will still need to submit the form again in a future semester
when you plan to graduate.

**Milestone Steps on the Path to Your Ph.D.**
Like any journey, it is helpful to be aware of the big picture of where you want to go while also focusing your attention on the next step that you need to take. Successful Ph.D. students concentrate on one step at a time so as to avoid getting overwhelmed. Once you are near the end of one step, look forward to where you need to go next so that you can start preparing for the next milestone. Don’t forget to celebrate as you complete each milestone!

**QUALIFYING EXPERIENCE**

Upon Admission to doctoral study, the student is assigned an advisor. The student should consult with the advisor before registration and it is the responsibility of the student to maintain close communication with the advisor throughout the program. Typically during the second semester of attendance, an advisory committee of three faculty is appointed (determined by the student and the advisor), a qualifying experience is accomplished, and a formal “program” of study is developed with the faculty members serving on the student’s “advisory” committee. Of primary importance is the provision of a unified, intensive series of learning experiences under the close supervision of a carefully selected advisory committee. After program approval, a copy of the D1, part A form is returned to the student, the advisor retains a copy, and another copy is placed in the student's permanent file.

The Qualifying Experience by your doctoral committee is required and typically is scheduled in the second semester of enrollment. The Qualifying Experience meeting represents the first formal gathering of your proposed doctoral committee. At this point, your committee will consist of yourself, your advisor, and two other counseling faculty members. The purpose of the meeting is to discuss and identify your professional goals and plan how you will work towards those goals during your time in the program. You and your committee will clarify your doctoral coursework plan, internship activities, comprehensive exam faculty evaluators, dissertation/research ideas, and professional goals. You and your committee will discuss your
knowledge base and experience to help tailor your degree program to build upon your strengths and address your areas for growth in light of your professional goals. During the meeting, you and your committee will develop a tentative plan of study, identify which committee member will develop questions for each of the three comprehensive exam areas (theory, research, and specialty area), and outline a plan for how many internship hours you will complete in each of the 5 core areas on the internship contract (counseling, teaching, supervision, research, and leadership and advocacy). The Qualifying Experience typically lasts 60-90 minutes. For more information on the qualifying experience see the outline document at the end of this handbook.

**DOCTORAL INTERNSHIP**
The doctoral internship consists of 600 hours of experience designed to enhance your development in a variety of professional areas. There are 5 areas in which you can complete hours and you must pick at least 3 areas:

- **Counseling** - Counseling internships involve seeing clients in a way that will supplement your other counseling experience. You may use your work in your counseling practice, find a separate internship site, or work with clients through the CSAC. You must have an on-site supervisor for counseling internships. One hour per week of individual supervision by a doctoral-level supervisor is required. The student will attend regularly scheduled group supervision on campus while enrolled in the doctoral internship and 1 hour of on-site individual supervision per week while enrolled in the doctoral internship and performing counseling duties. Your on-site supervisor will provide an assessment of your counseling. Common ways of collecting counseling internship hours include seeing clients at the CSAC (individually or in groups) or seeing clients in the setting where you work.

- **Teaching** - Teaching internships involve either co-teaching with a counseling faculty member and/or solo teaching a course with faculty supervision. Students are required to co-teach at least one course before they can teach a course solo. If students are seeking a faculty position, it is recommended that they have solo taught at least one core counseling course. An application to signing up for teaching and co-teaching for the following year is sent out each spring through email by the doctoral program coordinator.

- **Supervision** - Supervision internships involve supervision of practicum-level counseling master’s students in the development of their counseling at the CSAC. Students must have completed the doctoral supervision course before doing a supervision internship. Supervision is evaluated through a narrative assessment of supervisory proficiency. Supervision of supervision is provided by counseling faculty (typically practicum instructors). If you supervise more than 4 supervisees during your supervision course, your hours with students in excess of 4 can count towards internship supervision hours.

- **Research** - Research internship hours can include any research projects design and/or conduct outside of course requirements such as collaborating with faculty on research, taking part in research teams, or conducting a study based off of a design a student created in a research class. Research assistantships or work done for class assignments do not count towards internship hours. Students can seek out and work with research mentors/partners outside of the counseling
program if they choose. You can earn research hours by conducting your own research or joining a research group. You can use research internships to write and publish articles, which is a helpful if you are interested in an academic job post-graduation.

- **Leadership and Advocacy** - Leadership and advocacy internship hours can include involvement in advocacy efforts in the community, UMSL committee membership, presentations at the CSAC, involvement in Chi Sigma Iota or the doctoral student organization, or service to the program such as involvement in reviewing master’s student applications or attending doctoral student orientation. Be on the lookout for faculty to present opportunities to earn Leadership and Advocacy hours within the program.

CACREP requires supervised experience in **at least 3 of the 5** core areas. The 600 hours is worth 6 credits (100 hours per credit taken). These credit hours can be broken up into increments ranging from 1-6 credits across various semesters. You are not required to complete all of their internship hours during the semester they are enrolled, but must complete all 600 internship hours before successful completion of their program. A minimum of at least 100 hours is required in 3 areas. In each type of internship, a supervisor will provide you with regular supervision of the experience.

You will track your internship hours using the internship hour’s log. Internship logs should be signed by your supervisor and submitted by the end of each semester using the Google form link (available in the program’s Canvas). To count hours, please use the following information:

a. **Counseling**: count 25 hours per client per semester (40% of the hours must be direct hours with clients; 60% can be indirect hours)
   - **Example**: 4 clients = 100 hours (equals 1 credit)

b. **Teaching**: teaching one course solo = 150 hours
   - co-teaching with faculty member = 75 hours

c. **Supervision**: a minimum of 25 hours per supervisee per semester, but students can also count each hour earned beyond 25 hours as well
   - **Example**: 4 supervisees = minimum of 100 hours (equals 1 credit)

d. **Research**: count each hour

e. **Leadership & Advocacy**: count each hour

**CO-TEACHING & TEACHING**
As part of their doctoral internships, students have the opportunity to co-teach and or solo teach courses in the counseling program. Before co-teaching, students are required to have completed CNS ED 7075 - Teaching, Learning, and Technology in Counselor Education. Students are required to co-teach at least one course before they can teach a course solo. If students are
seeking a faculty position, it is recommended that they have solo taught at least one core counseling course.

Students who are teaching/co-teaching have regular meetings with their co-teaching and supervisor throughout the semester. All doctoral students teaching or co-teaching as part of their internship will take part in at least two teaching observations done by their supervisors. The supervisor will complete a teaching observation form (available on canvas) and in a subsequent supervision meeting will share and discuss the feedback with the doctoral student. These teaching observations can be conducted either for the doctoral student teaching one specific lesson or teaching an entire class. For the observation, the doctoral student should be the sole instructor. For asynchronous courses, this evaluation may be completed based on the students’ creation and delivery of instructional materials as appropriate for that format. Supervisors should discuss the student feedback with the doctoral student during a supervision meeting. Supervisors may also encourage the student to self-evaluate their teaching using this form. At the conclusion of the semester, doctoral students will submit their final teaching observation evaluation form to the doctoral program coordinator along with their doctoral internship logs. On canvas, there is also a co-teaching student evaluation form that the supervisor can distribute to students in the course to specifically evaluate the doctoral co-instructor.

Each semester the doctoral program coordinator will email out an application to apply to teaching and/or co-teaching for a future semester. Teaching applications for the fall semester are emailed out in the spring and the deadline for returning them is February 1. Teaching applications for the spring semester are emailed out in the summer and the deadline for returning them is August 1. Teaching applications for the summer semester are emailed out in the fall and the deadline for returning them is November 1. Decisions are made about teaching and co-teaching assignments based on students’ requests and the needs of the program. Student requests will strongly be taken into consideration, but top choices of courses and faculty supervisors cannot be guaranteed.

**COMPREHENSIVE EXAM (COMPS)**

**Purpose**

There are several goals for the doctoral comprehensive examinations (comps):

- To promote and evaluate high levels of critical thinking.
- To promote thinking at the highest stages of Bloom’s taxonomy: **analysis** (e.g., analyze, classify, compare, contrast, experiment); **synthesis** (e.g., create, combine, integrate, design, generalize, hypothesize, construct, summarize); and **evaluation** (appraise, assess, defend, evaluate, recommend, critique).
- To serve as a bridge from coursework to the dissertation, building theoretical and research knowledge around the dissertation topic (which may still be broad at this point).
- To promote scholarly work (i.e., thinking beyond what others have said about the issue).

In responding to the comprehensive examination questions, then, you will need to demonstrate the above: high levels of critical thinking, including analysis, synthesis, and evaluation.
Students have the opportunity to demonstrate the ability to integrate and synthesize their learning from various courses as well as their practical or applied experiences. Successful completion of the comprehensive examination indicates that the student has mastered the content and skills, including thinking and writing skills, necessary to complete a dissertation project successfully.

**Examination Structure**
The comprehensive examination consists of two parts: the written examination and the oral examination.

**Written examination.** Students and their committees have three options for how they can conduct the written examination (and possibly different formats can be used for different areas). Most faculty give students the option of any of these three formats, but some faculty test only using one option. Students are encouraged to check with each of their committee members about their formatting preferences.

1. **3-week take home exam.** In this format, students typically work on each question one at a time and have a week to complete each question (three weeks total for all questions or up to four weeks for the specialty area literature review). Questions are received and submitted by email and students work on these in a place of their choosing. Students may use resources (e.g., articles, books, notes) while writing their responses, but may not receive help from any other people.

2. **3-day take home exam.** In this format, students complete all three of their questions over a 3-day period of their choosing. Questions are received and submitted by email and students work on these in a place of their choosing. Students may use resources (e.g., articles, books, notes) while writing their responses, but may not receive help from any other people.

3. **Testing center exam.** Students complete the testing center exam in person at the UMSL testing center composing answers to all of their areas over two to three days in a total of 10 hours. Typically, students receive their questions when they arrive at the testing center. No outside references or other resources are allowed to be used for this exam option. Students’ responses are not required to be as long given the shorter time frame. The length requirements for each question are determined by the students’ committee and committee chair based on the needs of the student and may vary based on question and exam format. Students should follow APA guidelines for font, margins, citations, page numbers, etc. All responses should be double-spaced, use a 12-point font, and have 1 inch margins. Reference lists should be included for each question, but are not included in the page count. Responses should be numbered consecutively (i.e., not starting with page 1 for each response). All doctoral committee members should receive a complete set of responses to all the written responses.

**Oral examination.** The oral examination is based on the content of your written exam and is an approximately 2 hour conversation where students respond to committee member’s questions and feedback on the written exam. The oral examination, which will cover questions that committee members determine need further clarification, is typically scheduled within two
weeks and no more than one month after submission of the written exam. The timing of the oral examination will depend on the student’s and the committee members’ availability. Before the meeting, it may be helpful for students to look over their written exam to anticipate possible questions from the committee. Students typically help the committee schedule the date for their oral examination when they submit their written examination responses.

**Evaluation of the Comprehensive Examination.** Committee members each read and evaluate the student’s response on their assigned area. They also serve as a second reviewer for another area. Passing the comprehensive examination requires an average of a 3 for each of the criteria (i.e., higher order thinking, depth of knowledge, and writing) for each area (i.e., Counseling Theory, Research, and Specialty Area). See the rubric below for more details about the criteria for evaluation. For an unsatisfactory evaluation, corrective action will be determined by your committee members. This corrective action should be detailed in a written contractual program approved by and supervised by your committee. Corrective action may include retaking or revising the unsatisfactory portion(s) of the examination and/or completing additional work as required by your committee. It is important to stress that comprehensive exams are designed to help you identify both your strengths and areas for growth that could be crucial later on in the doctoral program, particularly in moving forward to work on the dissertation.

**Examination Content**

Comprehensive examination questions typical will consist of the following:

1. **Counseling Theory.** Counseling faculty members on the student’s doctoral committee will write questions addressing the student’s knowledge of counseling theory and theoretical orientation.

2. **Research.** Within this area, students demonstrate knowledge of study design and methodology. Often this involves student’s designing a study or studies based on their area of research interest (i.e., the area they want to study for their dissertation).

3. **Specialty Area.** This area involves a comprehensive and critical literature review of the student’s area of research interest. This area may help students work towards the literature review for their dissertation. For this section, students have the choice to do a shorter traditional specialty area question or a longer specialty area literature review which would remove the requirement of the literature review chapter of the traditional dissertation. See the section below for more information about the specialty area literature review option. This area will be structured around the student’s research topic/constructs and professional goals (see below).

Typically, each of the three areas is assigned to one faculty member on the student’s committee who will take the lead on writing the questions and evaluating the students answers in that area. A secondary reader will also evaluate each area (i.e., two faculty will review each area). Each area may range from one question to multiple questions with multiple parts. Although it can vary by committee members, in most cases students will not receive their official question until the day of their examination.
Comprehensive Exam Preparation & Timeline
Upon completion or near completion (i.e., about 1-2 courses remaining) of the coursework and internship hours required in the program for the degree, the student must take their comprehensive examinations. Students need to complete all of their required research methods courses before their comprehensive exam. Students are allowed to utilize the help of the writing center while working on their comps, but only for help with grammar, APA formatting, and writing mechanics, not for help with content. Comprehensive exams must be completed successfully prior to enrolling in dissertation courses and prior to submitting a dissertation proposal.

Successful completion of the written and oral comprehensive examinations is an indication that the student is ready to proceed to the dissertation stage of the doctoral program. Passing the comprehensive written and oral examinations leads to “candidacy” status for the degree, and allows the student to constitute a dissertation committee and to begin work on the dissertation, an independent research project that earns 6 semester hours of credit. Upon successful completion of both the written and the oral comprehensive examinations, students should get all committee members to complete Part B of the D1 form and submit it to the graduate school.

Direction for preparation. In preparation for the examination, the student should meet with their faculty advisor months in advance (e.g., if planning on taking them in May discuss it with the committee at the beginning of the spring semester in January). Collaboratively, the student and the advisor decide a direction for the student’s reading and preparation regarding the research and specialty area comprehensive examination questions. Typically, this would mean reading in-depth about methodology and literature for the dissertation study and its theoretical orientation. Typically, these readings compliment the student’s work in previously taken research design courses. Other meetings may be held as needed/requested by the student or the faculty advisor. For example, the student may want to report on their progress in reading and/or ask for guidance if they are unsure how to proceed.

About a month before the examination, the student should touch base with committee members individually to determine the focus for the counseling questions and discuss timelines for scheduling comps. Students should also ask committee members about their expectations for the exams (e.g., take home exam or testing center) and ways in which you can prepare (e.g., pulling relevant literature, reading). To help committee members develop questions that fit the student’s interest area, students are encouraged to write a one page summary of their current research interest and/or counseling theoretical orientation to share with committee members. Typically, the focus of the questions will be built on what the student has learned in previous readings and how the directed readings (see above) have begun to shape their dissertation study ideas. (Examples: a) Comparison/contrast of measures of acculturation. Limitations of current theories of acculturation for a particular population. b) Comparison/contrast of purpose, tasks, etc., of executive coaches vs. career counselors.) Committee members do not give students specific questions per se but are given the general topics or focus of the counseling and counselor education area questions. Again, the student should expect the questions to require thinking at the highest levels of Bloom’s taxonomy (see above). The student may request a meeting with committee members to ask guidance (direction, focus) for preparation. Committee members vary in the amount of guidance they provide.
Comprehensive exams are a major time commitment (often 4 weeks of continuous work) so ensuring you have enough time to prepare and take the exams is important. Therefore, in addition to thinking about your academic work you should also consider personal commitments before settling on the timeline of your comprehensive exam.

Specialty Area Literature Review Option

All doctoral students are required to complete a three-part written comprehensive examination. The purpose of the comprehensive exam is to assess doctoral students’ knowledge in three areas: (1) Research; (2) Counseling Theories; and (3) a Core Specialty.

Students are required to respond to questions in each of the above areas. The Core Specialty area represents a student’s primary focus of their dissertation. Students may opt to answer comprehensive exam questions based on their core area OR select the below option:

The Specialty Area Literature Review is a critical analysis of a focused research area that will be the topic of your dissertation project. You are not expected to write a lengthy, detailed review of all the research that has been done in an area. Rather, you should:

- Summarize the main findings and methodologies
- Integrate and critique the research studies
- Provide recommendations for future research

It is recommended that prior to writing the paper, you submit an outline to the faculty evaluator of your specialty comp in order to receive feedback.

Specialty Area literature review papers typically should not exceed about 50 pages, including references. The specialty area literature review is done in a take home format where students typically have a total of 3-4 weeks.

Dissertation Committee Composition

Dissertation committees consist of 4 members: the advisor/dissertation chair, two UMSL counselor education faculty, and one outside member. At the qualifying experience phase of the program, students are not required to have an outside member on their committee. The outside member can be anyone who has earned a PhD and has knowledge or experience that would help them provide meaningful feedback on the dissertation. The outside member can be another faculty member at UMSL or someone outside of UMSL. For committee members outside of UMSL, students must get approval for them by completing the D4 form and submitting a copy of the individual’s curriculum vitae (CV) to UMSL. Students are welcome to change their dissertation advisors and members of their dissertation committee. Each change will require a resubmission of the D4 form.

Graduate Equivalency Hours

Students must be enrolled for at least 5 credit hours to be eligible for financial aid. Graduate equivalency hours (GEH) help assure that students are still qualified for financial aid by being enrolled in 5 credit hours even if they aren’t taking courses that add up to 5 or more credit
hours. Students may choose to sign up for GEH to remain eligible for financial aid while working on their dissertations or comps. Students may register for up to 3 GEH for up to 2 semesters while they are completing comps. For dissertation, students must enroll in at least 1 hour of dissertation research and may sign up for 8 hours of GEH (even if they need fewer than 8 hours to reach full time status at 9 credits). Dissertation GEH can be signed up for once the D3 form has been submitted. Students must fill out the G14 form for every semester they wish to enroll in GEH. The form is submitted after the student has enrolled in the semester for which GEH are requested.

GRADE REPLACEMENT
Students can file for a grade replacement using UMSL’s C5 form. Students can replace grades for up to two 3-credit hour courses by retaking those courses. Grade replacement can only be used by students who have a campus GPA of lower than 3.0. The C5 form must be submitted by the last day to add a course in a semester (i.e., it cannot be submitted after the replacement course has been completed). See the C5 form for further instructions.

GRADUATION
It is the responsibility of the student to complete all forms related to their doctoral program as they progress toward graduation. See: https://www.umsl.edu/gradschool/admitted/graduation.html. All doctoral students must be enrolled in at least one credit hour during the semester in which they graduate. This is true even if they have completed all of their coursework, including dissertation hours.

RESIDENCY REQUIREMENT, FULL TIME STUDY, AND CLASS TIMES
Residency
Students must follow the published College of Education Residence Requirement.

Full-time Study
Students are encouraged to enroll in full-time studies. Full-time study at the University of Missouri-St. Louis is enrollment in 9 semester hours of course work in a long semester (Fall and Spring semesters). Summer enrollment is optional.

Class Times
The majority of courses in the program are offered in evenings at or after 4:15 PM or online. The degree may be accomplished totally through evening (4:15pm and after) enrollment.

LEAVE OF ABSENCE
Graduate students who are forced to interrupt their studies for a period of one or more years should request a leave of absence from the university. In consultation with their department and adviser, students should define the program modifications the leave of absence requires. Requests should indicate the reason for leaving and the expected date of return to the university. Approval of the Graduate School is required. A leave of absence does not affect the maximum time limitation set for the doctoral degree program, unless a specific exception is approved. The time limit for completing the doctoral degree is eight years. However, students can apply for extensions to this limit. The primary effect of a leave of absence is to
suspend the requirement for continuous enrollment.

CLASS ATTENDANCE
Only students who have previously paid fees may attend a class. Instructors are not authorized to allow students to attend classes if fees have not been paid. Students may not register and pay fees after the prescribed dates.

IMPORTANT DOCUMENTS
All students are referred to the University of Missouri-St. Louis Bulletin, the Graduate School Rules and Regulations, and the College of Education expectations. All of these documents (and the various handbooks) contain important information regarding general and specific doctoral requirements. Each student is responsible to know the information contained in these publications.

SERVICES FOR STUDENTS WITH DISABILITIES
Students who have disabilities needing accommodation should contact the University of Missouri-St. Louis, Student Support Services Program (144 Millennium Student Center) One University Blvd., St. Louis, MO 63121-4499. Phone: 314-516-6554; TDD number, Hearing Impaired Only; FAX: 314-516-6561. Website: http://umsl.edu/hcdas/das/

INTERNATIONAL STUDENTS
Whether you are moving to the U.S to complete your doctoral studies or have been in the U.S for a while with the international status we recognize that you may have different needs and challenges compared with the domestic students. Factors such as isolation, culture shock, sociocultural adjustment or language competency can be a barrier to your academic success. Therefore, UMSL in general and the counseling program specifically is committed to help you remove some of those barriers and ensure you have a positive educational experience. Do not hesitate to reach out to the counseling faculty and doctoral students for support. Many students share your experiences and can provide you with invaluable social support needed during this challenging transition.

UMSL office of International Student and Scholar Services (ISS) works to successfully integrate international students into the UMSL community. ISS is responsible for international admissions, credential evaluation, transfer credit, immigration advising, cultural adaptation assistance and orientation for new international students. ISS office is located on the second floor of the Millennium Student Center, room 261. Their address is 261 Millennium Student Center, One University Blvd, St. Louis, MO 63121; email: iss@umsl.edu and phone: 1-314-516-5229.

UMSL Global can provide you with additional resources and support. You can find more information about their services on their website: https://www.umsl.edu/global/. On this website you can find information about employment and internship opportunities for international students.

For more information about F-1 and J-1 Visa regulations and tax information, visit the UMSL international student & Scholar Services site. For more information about H-1B Visas, visit this
Excluding summer semesters, international students are required to be full time students (enrolled in at least 9 credit hours).

**RETENTION & REMEDIATION: REVIEW BOARD PROCEDURE**

The counseling faculty reserves the right to review students at any stage of the student’s course work. Any grade less than a B in any core counseling course or a failing grade in a clinical course may trigger a review process which may result in the termination of the student’s degree program. At any point after admission, the faculty reserves the right to review a student's fitness, on the basis of both professional and personal characteristics, for continuing in the counseling program. If there are any concerns, the doctoral student may be asked to meet with their advisor in order to address any academic or professional deficiencies. A remediation plan is then developed jointly by advisor and student in order to address the student’s progress through the doctoral program.

More specifically, successful completion of a program is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The program faculty has a professional responsibility to evaluate the academic, professional, and personal development of students in the training programs. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate areas for growth in their academic, professional and personal development.

2. To provide the faculty with information about the progress of students which will facilitate decision-making that is in the best interest of students and the profession they are preparing to enter. The faculty is not only concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work, but with weakness in required practical skills, or behaviors which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables department faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled program or department faculty meetings. The discussions of student performance and progress will be held in executive session. At that time, any questions about students may be raised for faculty consideration.

**GRADUATE GRADE APPEALS**

In case of disputes regarding grades, graduate students shall follow the university Grade Appeal Process ([http://www.umsl.edu/services/academic/policy/grade-appeal.html](http://www.umsl.edu/services/academic/policy/grade-appeal.html)) by contacting the Department Chair.

**PROFESSIONAL LIABILITY INSURANCE**

Students must have professional liability insurance prior to beginning CNS ED 7000 Doctoral Practicum. One source for obtaining liability insurance is Healthcare Providers Service Organization (HPSO).
ENDORSEMENT POLICY
Upon successful completion of all the counseling program requirements including demonstration of the requisite knowledge and competencies, students will receive endorsement from the Counseling Program to practice counseling in their area of specialization.

Missouri Licensed Professional Counselor (LPC)
All degrees in the Counseling Program fulfill requirements for the State of Missouri for Licensure. Students may be eligible to apply to the Committee for Professional Counselors [in Missouri], complete supervision hours and pass the NCE [National Counselor Exam] to obtain state licensure before, during, or after the program. Although students can work towards hours for their LPC during the program, students will need to get supervision hours outside of the program to achieve the hours required for their LPC. Typically, doctoral students can only get about one half of the required hours for an LPC through the structure of the program.

Certified School Counseling Credential
Students must apply to the Missouri Department of Elementary and Secondary Education. Upon completion of the Missouri DESE requirements for certification under the Provisional Certification, UMSL will recommend the candidate for the Initial Professional Certificate. This program provides a route to certification in Elementary School Counseling [K-8] or Secondary School Counseling [7-12]. The Provisional Certification allows you to work within the school system while earning your regular Initial Professional Certification in Elementary or Secondary School Counseling. DESE required coursework is offered as graduate level courses with the minimum hours required, and an advisor assists you with each step.

National Certified Counselor [NCC] Credential
Students may be eligible to apply for the NCC Credential. As a part of this application, students can apply to take the NCE [National Counselor Exam, also used for state licensure in Missouri]. After completion of supervision hours and/or conferral of degree, the NCC Credential can be obtained.

PROFESSIONAL ORGANIZATIONS & PROFESSIONAL OPPORTUNITIES:
Students are encouraged to get involved in professional organizations as a means of increasing their professional networks and identity as counselors-in-training. Here are some key professional organizations and resources you may want to participate in. All descriptions of the below organizations are taken directly from the organization’s website.

Association for Counselor Education and Supervision (ACES)
The Association for Counselor Education and Supervision (ACES) 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.

Graduate 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.

https://acesonline.net/

**American Counseling Association (ACA)**
The American Counseling Association is the flagship organization for the counseling profession. It is dedicated to the growth and enhancement of the counseling profession. It was founded in 1952, and is the world's largest professional organization representing professional counselors in a wide variety of settings.

http://www.counseling.org

**American School Counselor Association (ASCA)**
The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

https://www.schoolcounselor.org

**Association for Multicultural Counseling and Development (AMCD)**
The Association for Multicultural Counseling and Development seeks to develop programs specifically to improve ethnic and racial empathy and understanding. Its activities are designed to advance and sustain personal growth and improve educational opportunities for members from diverse cultural backgrounds. AMCD is charged with the responsibility of defending human and civil rights as prescribed by law. It encourages changing attitude and enhancing understanding of cultural diversity. Provisions are made for in-service and pre-service training for members and for others in the profession. Efforts are made to strengthen members professionally and enhance their ability to serve as behavioral change agents.

https://multiculturalcounselingdevelopment.org/

**Association for Assessment and Research in Counseling (AARC)**
The Association for Assessment and Research in Counseling (AARC) is an organization of counselors, educators, and other professionals that advances the counseling profession by promoting best practices in assessment, research, and evaluation in counseling.

http://aarc-counseling.org/
**National Career Development Association (NCDA)**
The National Career Development Association (NCDA) provides professional development, publications, standards, and advocacy to practitioners and educators who inspire and empower individuals to achieve their career and life goals.
[https://www.ncda.org](https://www.ncda.org)

**Counselors for Social Justice (CSJ)**
Counselors for Social Justice works to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and our clients and to assist in the positive change in our society through the professional development of counselors.
[https://www.counseling-csj.org/](https://www.counseling-csj.org/)

**Chi Sigma Iota (CSI) Psi Chapter**
Chi Sigma Iota is the international honor society of professional counseling and for professional counselors. It was established in 1985 through the efforts of leaders in the profession of counseling whose desire was to provide recognition for outstanding achievement as well as outstanding service within the profession. CSI was created for counselors-in-training, counselor educators, and professional counselors whose career commitment is to research and service through professional counseling.

Our mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling...We currently have over 130,000 initiated members. This makes CSI one of the largest single member organizations of professional counselors in the world.

Over 400 chapters have been chartered and new chapters are being developed in the U.S and other countries as counselor education programs commit to meeting national accreditation preparation standards. Members will be found in countries all over the world. With the evolution of professional counseling globally, we expect to support more chapters in more countries in the future.
[http://wwwcsi-net.org](http://wwwcsi-net.org)

**Counselor Education and Supervision – Listserv (CESNET – L)**
The 'formal' purpose statement for CESNET-L: "a professional listserv for counselors, counselor educators, and supervisors” that provides an open forum for discussion of issues and sharing of resources related to the profession. To sign-up for CESNET-L listserv, you can do it either of two ways:

1. From your web browser: go to [http://listserv.kent.edu/archives/cesnet-l.html](http://listserv.kent.edu/archives/cesnet-l.html) ...and select “Subscribe or Unsubscribe..” (located in the right column) and follow the directions

2. From your email: Send an email to listserv@listserv.kent.edu (with the message to read only) subscribe CESNET-L. You will receive an email that will ask you to reply to
it to confirm your subscription.

**ACA 2014 ETHICAL CODES**
The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.”


**RESOURCES ON CAMPUS**

**Child Care**
Information on childcare can be obtained from the University of Missouri-St. Louis, University Child Development Center (130 South Campus Classroom Bldg.), One University Blvd., St. Louis, MO 63121-4499. Phone: 314-516-5658; FAX: 314-516-5227. Website: [https://www.umsl.edu/~kids/](https://www.umsl.edu/~kids/)

**The Triton Pantry**
The Triton Pantry is a food resource for all enrolled students that are experiencing or are at risk of food insecurity or hunger. The Triton Pantry is located at 170 Millennium Student Center, in the hallway to the right of The Nosh. The Triton Mobile Pantry is a one day, outdoor food resource open to everyone - UMSL students, staff and faculty, and members of the community. Mobile Pantries are held on the Parking Lot VV on UMSL's south campus, directly outside Marillac Hall (2940 Bellerive Dr., St. Louis, MO 63121). For more information visit: [https://www.umsl.edu/studentsocialservices/triton-pantry/index.html](https://www.umsl.edu/studentsocialservices/triton-pantry/index.html)

**Housing Counseling**
Housing counseling helps students who do not have stable housing or are facing homelessness and includes services such as: Linkage to community services/resources related to emergency housing, rental assistance, legal assistance, utility assistance, and credit repair; Exploration and planning of available and appropriate housing options; Individualized budgeting; Creation of a sustainable housing plan; Advocacy for appropriate on-campus resources and Housing crisis
intervention. For more information visit:
https://www.umsl.edu/studentsocialservices/services/housingcounseling.html

Public Assistance
For information and assistance with child care subsidy, food stamps, temporary assistance for needy families (TANF) or health care access visit the following website:
https://www.umsl.edu/studentsocialservices/services/publicassistance.html

Case Management
Students who are experiencing life issues, hardship, or unmet needs that impede their ability to be a successful student can receive case management from student social services. Case management can assist students with issues of homelessness, food insecurity, public assistance applications and healthcare access. For more information visit:
https://www.umsl.edu/studentsocialservices/services/casemanagement.html

Counseling Services
The counselors and psychologists at Counseling Services provide personal counseling sessions for students, faculty, and staff at UMSL. To schedule an appointment with a counselor, you can call 314-516-5711 or stop by Counseling Services during office hours. [Monday through Friday; 8 am - 5 pm]. The Counseling Services are located in the Millennium Student Center (North Campus) office suite 131. For more information visit:
https://www.umsl.edu/hcdas/counseling/index.html

Additional Resources
If you need any additional support the following websites can guide you how to access support in the community and available resources in the St. Louis region.
https://www.umsl.edu/studentsocialservices/services/resources.html
https://www.startherestl.org

HELPFUL LINKS
Registration - http://www.umsl.edu/~registration/
Adding/Dropping/Changing Courses -
https://www.umsl.edu/registration/students/add-drop-change.html
TritonCard - http://www.umsl.edu/tritoncard/
Parking - http://www.umsl.edu/~transportation/parking/
Activate your SSO ID/Email - http://www.umsl.edu/technology/email/
Cashier’s Office - http://www.umsl.edu/cashiers/
Financial Aid - http://www.umsl.edu/services/finaid/
Help for MyGateway [Students] - https://www.umsl.edu/current/
Campus Tour Information - http://www.umsl.edu/admissions/tours/index.html
Jobs at UMSL - http://www.umsl.edu/jobs.html
Graduation - http://www.umsl.edu/commencement/
Graduate School - http://www.umsl.edu/divisions/graduate/
Counseling Program Website -
https://coe.umsl.edu/mycoe/p2_pe/viewTag/tag/counselingeduc
CACREP - http://cacrep.org/template/index.cfm
GUIDE TO FORMS
Please visit the Graduate School website for the Graduate School Doctoral Forms. Forms must be downloaded and opened with Adobe Reader DC (opening a file within the browser will not allow the form to be fillable). You should become familiar with each form that you are responsible for submitting during the course of your doctoral studies (D1 through D9; note the D1 form has a Part A and Part B). Failure to follow these deadlines or protocol may result in a graduation delay.

All forms must be submitted using the Graduate School’s fillable forms. All signatures on the forms must be digital signatures. Forms submitted in any other format will be returned to the student/advisor.

All forms and documents submitted must conform to the College of Education file naming system. Forms and documents submitted using any other file naming system will be returned to the student/advisor. The file naming system is as follows: the Form/Document, a space, Lastname, dot, Firstname, dot StudentID# (note there are 2 dots embedded in the file name):

- D1PtA Lastname.Firstname.StudentID#
  Note: the Part A form gets submitted first, approved, returned to the student, and then the bottom part of the form - Part B - gets completed, signed and submitted for approval; Part A and Part B CANNOT be submitted at the same time). The student will receive the countersigned Part A form from the Graduate School with the Graduate School’s file naming system: Lastname.Firstname.StudentID#D1PtA. When submitting the completed Part B to Dr. Kyle the file is renamed to the COE file naming system, as shown in the next example (the Part B file name).

- D1PtB Lastname.Firstname.StudentID#

- D2 Lastname.Firstname.StudentID#

- D3 Lastname.Firstname.StudentID#

- D4 Lastname.Firstname.StudentID#

- D5 Lastname.Firstname.StudentID#
  Along with the submission of the D5, the student must also submit in the same email a copy of the proposal (PDF format) and proof of IRB approval (or a statement in the email if IRB approval is not necessary for the dissertation).

- Proposal Lastname.Firstname.StudentID#

- IRB Approval Lastname.Firstname.StudentID#
All forms and documents should be submitted, with the appropriate faculty signatures, by the student to: Dr. Shawn Woodhouse, COE Doctoral Program Director: woodhouses@umsl.edu. Dr. Woodhouse will review each form for accuracy and when complete she will submit the form to the Graduate School for approval. When the form is approved by the Graduate School it will be returned to the student. Each student is responsible for keeping all approved forms and maintaining a record of the documents for the duration of the doctoral program.

- **Appointment of Comprehensive Examination Committee [D1 Pt. A]:** The comprehensive examination committee is appointed by submitting the D1 Part A form for approval. Part A must be completed and signed by the Committee chairperson, Committee Members, Doctoral Program Director, and the Graduate School before the comprehensive examination occurs. This committee should be composed of at least three members of the Graduate Faculty. An additional person may be appointed from off-campus upon the recommendation of the Department. An electronic CV must be submitted for the off-campus or non-graduate faculty member with this form. The Graduate School will email the approved D1 Part A to the student. Part B of the form must be resubmitted when the comprehensive examination is completed. Completing this form with all committee members’ signatures is the students’ responsibility.

- **Results of Comprehensive Examination [D1 Pt. B]:** When the comprehensive examination has been completed, the student / committee will resubmit D1 Part B with the report of the committee.

- **Application for Candidacy [D3]:** The D3 form must be submitted immediately after the student has passed the comprehensive examination and completed all course work The D3 should be submitted / approved prior to the dissertation phase.

- **Appointment of Dissertation Committee [D4]:** The dissertation committee is appointed by submitting the D4 form for approval. You must adhere to the policies and procedures explicated on the form.

- **Doctoral Dissertation Proposal [D5]:** Prior to filing the dissertation proposal with the Graduate School, the dissertation committee should meet with the student for an oral defense of the proposal. Following the committee’s approval of the proposal, the student shall submit in a single email the D5 signed by all dissertation committee members, a PDF copy of the dissertation proposal, Turnitin report (on Canvas – DEV-KASHUBECKWESTS-DISSERTATION-STUDENTS), and a copy of the IRB approval (if required). In the event the student terminates the line of research approved and adopts a substantially new dissertation project, then the student must craft a new
proposal, have an oral defense, and submit the new documents for approval of the new dissertation proposal. Any D5 that is denied approval by the Graduate Program Director or the Graduate School must be re-submitted by the candidate and the re-submission date and subsequent approvals will determine the term in which the student is eligible to graduate. The deadline for submission of the D5 form is the last day of the semester prior to the semester you plan to graduate. For example, if you plan to graduate during the May 2021 semester, your D5 and proposal must be submitted to the Graduate School no later than December 19, 2020, which must include the four components listed above. There are typically no exceptions made to this deadline.

- **Preliminary Approval of Dissertation and Oral Defense [D6] and Oral Defense Announcement [D9]:** Once your committee has determined that you are ready to proceed with your dissertation defense, you will be required to submit the D6 and D9 forms. The D6 form is the Preliminary Approval of the Dissertation and Oral Defense, in which your committee approves your dissertation in its essentially final form and acknowledges that you are ready to proceed with the oral defense. The D6 form requires the student and committee members’ signatures. The D9 form is your Oral Defense Announcement which goes out to the college of education with information about the time and date of your dissertation defense. In a single email to their committee, the student forwards the D6, one copy of the dissertation in PDF format, and the D9. It’s important to note that both the D6 and D9 forms have a specific deadline that you MUST follow. These forms must be submitted to the Graduate School at least three (3) weeks prior to your defense date. There are NO exceptions to this policy. NOTE: A doctoral student must be enrolled in the semester in which they are graduating. If the student is not enrolled, then the Graduate School will enroll the student in the Graduate Exam Fee per UM System regulations. This Graduate Exam Fee is equal to one credit hour of coursework. Your student account balance must be zero before you submit the final copies of your dissertation.

- **Defense of Dissertation Committee Report & Final Approval of the Dissertation [D7]:** After your defense has taken place, your committee may require you to make additional edits to your dissertation. After you have complied with the edits required by the committee or have otherwise completed the defense, the committee will sign your D7 indicating that you have completed the defense.

- **Declaration of Intent to Graduate [COE-6; formerly ED-6]:** Early in the semester in which you intend to graduate, you will receive an email from the Doctoral Program Director informing you of the deadline by which the COE-6 form must be submitted through MyView. It is each student’s responsibility to know if you are eligible to graduate. If you have questions regarding your eligibility, then you should communicate with your advisor. In order to be eligible for graduation in any semester, a student must have submitted the D5 to the Doctoral Program Director for approval by the close of the term preceding the semester in which you wish to graduate (e.g., 5 August 2017 for December 2017 graduation).
- **Request for Graduate Equivalency Credit** *(this form is optional, depending upon your needs)* [G14]: After all coursework is completed and the D3 is approved, students are eligible for equivalency hours by submitting the G14 form. The G14 must be submitted each semester equivalency hours are desired. The form is submitted after the student has enrolled in the semester for which equivalency hours are requested. If the form is submitted and the student is not enrolled, then the form will be discarded by the Graduate School and you will need to re-submit following registration.

- **For courses that require a Permission Number to register, you must do the following:**
  1. Prior to the first week of class, email the instructor of record and cc Alex Gresick ([gresicka@umsl.edu](mailto:gresicka@umsl.edu)) noting you desire a permission number. Your email must indicate the course number, section number and semester for which you seek approval to register.
  2. The instructor of record should **reply all** to your message noting if the approval to enroll in the course is granted.
  3. If permission is granted by the instructor, then Alex Gresick ([gresicka@umsl.edu](mailto:gresicka@umsl.edu)) will reply to you with the Permission Number. You must use the permission number prior to the first week of classes.  
  
Please note: Alex Gresick will not grant a Permission Number to you in the absence of correspondence from the instructor of record granting permission to you to enroll in the course. Please do not email Laura directly seeking a Permission Number in the absence of corresponding with the instructor of record.

**GRANTS AND TRAVEL FUNDING**
The UMSL College of Education dissertation and travel grant subcommittee offers opportunities for doctoral students to receive funding for travel to professional conferences and for their dissertation research. Information about these opportunities is sent out through email twice a year (once during the fall and once during the spring).

ACES, AARC, and similar professional counseling organizations offer grants, scholarships, and involvement opportunities specifically for doctoral students. Signing up for the CESNET listserv can be a good way to keep up with these opportunities. For more information about CESNET and counseling organizations and associations, see the professional organizations and professional opportunities section of the doctoral handbook.

**SEEKING COUNSELOR EDUCATION FACULTY POSITIONS**
Openings for faculty positions in counselor education for the following academic year are posted starting in the late summer (about a year before the position would actually start). The CESNET listserv, [HigherEdJobs](https://www.higheredjobs.com), and the yearly ACES or regional ACES conferences are typically the best resources for finding job postings. The ACES conferences typically hosts presentations where institutions with job openings will describe the position and what it is like to live and work there. These conferences are also great times to set up individual meetings with search committee members at institutions with openings. Although it is encouraged, the conferences are also expensive and attendance is not a requirement for getting a job. Although requirements vary, it is typical that applications for positions will
require a Curriculum Vitae, a teaching statement, a research statement, and letters or contacts for references. Including positive teaching evaluations in your application is also a good idea. Applications should be tailored to the institution (e.g., presenting yourself in a way that aligns with the values/focus of the program, focusing more on teaching for institutions with more of a teaching focus). The first round of interviews typically involves a phone or video interview. These are typically 15-45 minute interviews where applicants are asked a variety of questions about research, teaching, counseling and supervision, and other topics important to the program. Then, for those that move on, the next round is an on-campus interview. These in-person interviews typically last 1-3 days that include an interview with the search committee, a research demonstration, a teaching demonstration, a meeting with the chair/program coordinator, a meeting with the dean or another administrator, a campus tour, a meeting with students, and numerous meals with faculty and/or students. Students are encouraged to consult with their advisors and/or faculty who have recently been involved in the job search process for more information.

DUAL RELATIONSHIPS WITH MASTER’S STUDENTS
Doctoral students frequently engage with master’s-level counseling students, both formally and informally. Many doctoral students will have to transition roles (counselor, supervisor, teacher...) throughout their time in the program which can result in having dual relationships with students. It’s a wonderful way to get to know students and is also a dynamic that we need to be thoughtful about. Most often doctoral students might have a former relationship with a student and transition to a new type of relationship with that student. For example, it is possible to have a master’s student who was a former client that you worked with during your first year become a student in a class you teach during your third year. The following outlines a range of potential roles in which you might build relationships with master’s-level counseling students.

Potential Doctoral Student Roles

Counselor
Most first-year doctoral students will see clients in the CSAC as part of the Doctoral Practicum course. Master’s-level students are required to complete 10 counseling sessions as part of their coursework. Although it is not a requirement to see a counselor at the CSAC, many master’s-level students do fulfill this requirement at the CSAC. Doctoral students will have master’s-level counseling students as clients and will see video sessions of other doctoral students and their clients who might also be master’s-level counseling students.

Import things to consider:
● Be sure to discuss the nature of your multiple roles in the program and the ways that those roles might show up in the future. For example: Let master’s-level clients know that as a doctoral student you see clients at the CSAC, you will supervise students, and you will teach courses. It is even possible that you might both be students in a class together at some point. Broach this topic with your client and discuss what that might be like to work together in a different type of role in the future. Decide how you would like to address this in the future if you come to find out that you will interact with another in a different type of role. Remind them
that you will continue to protect their confidentiality even in any future roles that you might have.

- Make sure that clients are aware that part of your coursework requires you to share parts of your video sessions during group supervision which includes the faculty member teacher the course and other doctoral students to ensure that master’s-level counseling clients are aware that other doctoral students might become familiar with their counseling sessions. Stress that any student or faculty member who reviews your counseling sessions are also obligated to protect the client’s confidentiality.

- It is advised that you be proactive in checking in with any former clients if you transition to a new role that interacts with them, while also protecting their confidentiality. You can consider sending them an email to acknowledge the new role and inquire if they would like to process the change at all.

**Supervisor**

Most second-year doctoral students will supervise master’s-level counseling practicum students. Supervision is a year-long course. Doctoral students typically supervise practicum students for one semester. The utmost effort is made to not assign former clients as supervisees whenever possible.

**Important things to consider:**

- Be sure to discuss the nature of your multiple roles in the program and the ways that those roles might show up in the future. Broach with your supervisee what it might be like to work together in the future as their course instructor or classmate.

- Make sure that supervisees are aware that you will share supervision video during group supervision as part of your coursework which means that other doctoral students and your faculty course instructor might see parts of your supervision sessions.

**Teacher**

Many doctoral students dedicate part of the internship hours to teaching. It is very possible that you might have former clients and/or supervisees in a course that you teach.

**Important things to consider:**

- Be proactive in reaching out to former clients and/or supervisees while also protecting their confidentiality to check in about how they are feeling about your transitions to new roles.

- It is advised that you do not grade former client’s work in your course and that you work with your course supervisor to plan alternative means to grade former client’s work. Be sure to discuss this alternative with former clients so that they are aware that you won’t grade their work.

**Classmate**
Occasionally doctoral students come into the Ph.D. program having to complete additional master’s level coursework which means that these doctoral students will be in master’s-level courses. There are also electives that both master’s and doctoral students take. If you are in a class with a master’s-level student that you have worked with previously in a different role, it is recommended that you proactively reach out to them to check in about how they feel about being in a class with you.

**Navigating Conflict**

It can be challenging for everyone involved to navigate role transitions. If issues or conflicts arise during these transitions it is important that you seek consultation with a faculty member to get help. As both you and master’s-level students are both students in the program it is important that all involved parties feel protected and supported through any discomfort that might arise from a transition in roles.

**DOCTORAL STUDENT PARENTS**

Decision to start a family during a graduate program is often a challenging one as your doctoral timeline and biological clock often run in the same time zone. Remember that there will never be a perfect time to start a family, so instead focus on your’s and your partner’s readiness to have children. With planning and realistic expectations of how parenting will look like as a graduate student and how it will impact your career goals you will be able to find a balance that is right for you.

When you find out you are expecting a child, communication is the key. Depending on where you are in your studies you may have to consider how to manage a variety of responsibilities you have such as seeing clients, supervisees, teaching, or assistantship. Create a realistic postpartum plan considering questions such as “How much time after birth/adoption I need before resuming my academic responsibilities? “Can I continue to engage in the academic activities via zoom?” “Would I be more comfortable with taking a semester off?” “What responsibilities can I postpone till next semester?” and discuss it with your advisor. Make sure you advocate for yourself and express your intentions clearly. Being direct about what you need is the best way to ensure that you have a positive experience and start your family out in the way that feels best for you. Once you are comfortable with your plan and your advisor is on board, communicate it to other professors and your fellow peers. Don’t underestimate the social support your peers can provide! Many students in the program are parents and can provide you with additional tips about how to combine parenting with grad school.

Be sure to know your rights. Title IX of the Education Amendments of 1972, is a Federal civil rights law that prohibits discrimination on the basis of sex which includes pregnancy and parental status in educational programs and activities. As such, reasonable accommodations should be provided (e.g. larger desk, elevator access, allowing frequent trips to the restroom when you are pregnant). Any absence related to pregnancy or childbirth must be excused as long as medical personnel deem necessary (make sure to get a note from a doctor). Instructors are also encouraged to accommodate absences related to care for a sick child, cover a gap in child care/schooling, or other emergencies. You have a right to return to class with the same academic status as before the medical leave began and given the opportunity to make up any missed work during the leave. This includes an opportunity to make-up "class participation"
points that you missed by virtue of not being in class. Further, any deadlines that were missed during the leave must be extended to allow submission of work.

If you need childcare, research your options early. In the St. Louis area it is not atypical to be on a daycare’s waitlist for six to twelve months (for infants, less so for toddlers). The on campus daycare called Child Development Center (130 South Campus Classroom Bldg., One University Blvd., St. Louis, MO 63121-4499. Phone: 314-516-5658; FAX: 314-516-5227) may be an option for you. However, keep in mind that the daycare closes at 5:30pm, time when the doctoral classes start. Low-income students are eligible for assistance through the Child Care Access Means Parents in School (CCAMPIS) grant and offer evening care (5:30pm to 9pm). For more information go to: https://www.umsl.edu/studentsocialservices/studentparents/Triton%20Childcare%20Fund.html

If you decide to breastfeed your child there are several locations on campus that are designated specifically for this purpose. In the Marillac Hall, the nursing room is located on the second floor room 259. The room is available during normal building hours and you do not need reservations to use it. However, you need to register to be able to use the room by completing a form online at http://umsl.edu/go/nursingmother. For more information and nursing room locations in other buildings go to: https://www.umsl.edu/studentsocialservices/studentparents/Spaces%20for%20Nursing%20Parents.html

UMSL is engaged in a Triton Student Parent Success initiative which aims to connect student parents with support and resources focused on their unique needs. This includes case management and family-oriented events. To find out more go to: https://www.umsl.edu/studentsocialservices/studentparents/index.html

Overall, UMSL, as well as the Counseling Program strives to be “family friendly” and accommodate the unique needs of student parents to ensure their academic success. Make sure you discuss your needs and struggles and utilize available support. Being a student parent is just like graduate school itself, challenging but worth it in the end. Know that you are valued and your children are always welcomed at University sponsored events and student/faculty get togethers.

COUNSELING DOCTORAL STUDENTS LEADERSHIP & SERVICE COMMITTEE
The committee has been created by counseling doctoral students in collaboration with the counseling faculty to provide a sustainable model for doctoral student engagement focused on strengthening the wellbeing of the UMSL counseling community. The committee strives to foster connectedness among doctoral students, increase students professional development opportunities and improve students overall experiences as students in the UMSL doctoral program.

The committee is made up of four fellows who specialize in particular areas: Chair, Master Student Advising Fellow, Career Development Fellow, and Admission & Orientation Fellow. Fellows are leaders who actively work to enhance the focus of their fellowship specialty for all
students. It is an incredible opportunity for doctoral students to gain skills that will prepare them for work in leadership and faculty positions.

Any UMSL counseling doctoral student is eligible to participate. Applications will be announced annually (March-April) by the committee chair and each student who applied will be included in a vote that will be sent to each doctoral student via email. Students who are voted into the position are expected to serve for one academic year. Each fellow is expected to train the incoming fellow. Fellows are able to count the work they do for the committee toward their leadership and advocacy internship hours.

To find out more about the Committee and the current Fellows, please go to PhD students CANVAS page.

SOCIAL MEDIA
The doctoral Counselor Education program at the University of Missouri - St. Louis (UMSL) and the Counseling and Social Advocacy Center (CSAC) @ UMSL have developed a social media policy for the program’s students and faculty. This social media policy aligns with the 2014 American Counseling Association Code of Ethics, the 2017 American Psychological Association Ethical Principles of Psychologists and Code of Conduct, the 2016 American School Counselor Association Ethical Standards for School Counselors, and the University of Missouri- St. Louis Student Standard of Conduct. Failure in following the social media policy potential can lead to faculty intervention or the intervention of one of the above organizations.

Friending
Students and faculty of the Counseling Program at UMSL do not accept friend or contact requests from current or former clients on any social networking site (Facebook, LinkedIn, etc.). Adding clients as friends or contacts on these sites can compromise the client’s confidentiality and the privacy of the therapeutic relationship. It can also potentially blur the boundaries of the therapeutic relationship between client and counselor. If a client has any questions about this, they can talk to their counselor about this or contact the CSAC.

Contacting
Students and faculty of the Counseling Program at UMSL should not use their personal phone numbers or messaging on Social Networking sites such as Twitter, Facebook, or LinkedIn to contact clients. These sites are not secure and students and faculty may not read these messages from clients in a timely fashion. Do not use Wall postings, @replies, or other means of engaging with clients in public online if the student or faculty has an already established client/therapist relationship. Engaging with clients this way could compromise the client’s confidentiality. It may also create the possibility that these exchanges become a part of the client’s legal record and will need to be documented and archived in their files. If students and faculty need to contact clients between sessions, they can either do so either via a non-personal phone number or through their UMSL student email.

Use of Search Engines
Students and faculty of the Counseling Program at UMSL should **not** search for clients on Google or Facebook or other search engines. Extremely rare exceptions may be made during times of crisis. If the student, their supervisor, and a member of the faculty (in cases where the student is a doctoral student supervisor) have reason to suspect that a client is in danger and that the client has not been in touch with the counselor via usual means (coming to appointments, phone, or email) there may be an instance in which using a search engine (to find you, find someone close to you, or to check on your recent status updates) becomes necessary as part of ensuring your welfare. These are unusual situations and if a counselor has to resort to such means, they will fully document it and discuss it with their supervisor and also with the client at their next meeting.

**Personal Social Media**
Though students are allowed to have their own personal social media accounts, the Counseling Program at UMSL encourages all students and faculty to be ethical in their use of social media. This includes (based off of the ACA Code of Ethics):

1. being competent in using social media and being knowledgeable about the site’s privacy settings (H.1.a.)
2. separating personal and professional accounts (H.6.a.)
3. not sharing a client’s confidential information even on closed/private settings (H.6.d.)
4. maintaining professional standards for what you put out onto the internet (If you wouldn’t say it as a professional in real life, don’t say it online) (C.6.c.)

Though the Counseling Program at UMSL will not be policing students’ personal social media accounts, if it is found that a student is acting unethically and in a way that is not aligned with standards of the profession, it will be brought before a committee.

**#UMSLCounseling Social Media Pages**
The Counseling Program at UMSL has several social media pages that are run by the doctoral Social Media Fellow(s), appointed and approved by the UMSL Counseling Doctoral Leadership and Service Committee and the UMSL Counseling faculty. The #UMSLCounseling social media pages can be used by current, former, and prospective students for continuing education and networking purposes.

**FERPA & CITI TRAINING**
All doctoral students must complete the Collaborative Institutional Training Initiative (CITI) training by the end of their first year or sooner if working with a professor on research or on a research team. The Family Educational Rights and Privacy Act (FERPA) must be completed before a student begins co-teaching with a member of the faculty.

To complete the Social and Behavioral CITI training please go to: [https://www.citiprogram.org/?pageID=668](https://www.citiprogram.org/?pageID=668)

To complete FERPA training, the student must have their co-teaching faculty supervisor contact Danielle Faucett, faucettD@umsl.edu, or Mary Tackett, tackettm@umsl.edu, to
request the link/access to the tutorial for the student. A score of 80% or higher is considered passing.

Once the CITI and FERPA trainings are completed, a copy of the certificate should be turned into the program director to be placed into the student’s file.

**WITHDRAWING FROM THE PROGRAM**
We recognize that a number of factors may impact a doctoral student’s decision to leave the program. Students considering withdrawing from the program are encouraged to reach out to their advisors to discuss their decision. Students who have decided to withdraw from the university should fill out the following survey:
https://apps.umsl.edu/webapps/ITS/withdrawal_survey/login.cfm
APPENDICIES

Qualifying Experience Outline
University of Missouri – St. Louis
Department of Education Sciences and Professional Programs
Ph.D. in Education (with emphasis in Counseling)
(Updated August 2021)

The Qualifying Experience meeting represents the first formal gathering of your proposed doctoral committee. At this point, your committee will consist of yourself, your advisor, and two other counseling faculty members. The purpose of the meeting is to discuss and identify your professional goals and plan how you will work towards those goals during your time in the program. You and your committee will clarify your doctoral coursework plan, internship activities, comprehensive exam faculty evaluators, dissertation/research ideas, and professional goals. You and your committee will discuss your knowledge base and experience to help tailor your degree program to build upon your strengths and address your areas for growth in light of your professional goals. During the meeting, you and your committee will develop a tentative plan of study, identify which committee member will develop and evaluate questions for each of the three comprehensive exam sections (theory, research, and specialty area), identify which dissertation format you plan to use (traditional or multiple article), and outline a plan for how many internship hours you will complete in each of the 5 core areas on the internship contract (counseling, teaching, supervision, research, and leadership and advocacy). The Qualifying Experience typically lasts 60-90 minutes. This meeting is typically held during the spring semester of your first year.

What you will prepare for this meeting (please bring a copy for yourself and each of your committee members – see canvas for samples from past students):

- A brief (1-2 page) written summary of your past and current professional activities, research interests, internship interests, and professional goals.
- A copy of all graduate transcripts
- A copy of the doctoral course requirements
- A copy of the Doctoral Internship Contract

Meeting Outline

I. Discussion
   a. Experience in the program thus far
   b. Professional goals
   c. Professional strengths and areas for growth

II. Tentative Plan of Study
   a. Evaluate transcript from MEd or MA program
   b. Identify coursework to be completed at UMSL for PhD

III. Identify committee members who will develop and evaluate comprehensive examination questions for each of the three sections. The Comprehensive Examination will consist of three areas. The comprehensive exam is typically
completed when all coursework (except internship and dissertation) are finished. Depending on the faculty evaluator, the written exam parts will be on-site or take-home. In addition to the written portion, an oral exam will be held after the three written sections are evaluated by the faculty member responsible for each area. You must identify a committee member who will be responsible for developing and evaluating questions for each section:

- Research
- Theories
- Specialty Area
  - Option 1: a critical and integrative literature review of your dissertation topic (literature review chapter eliminated from traditional dissertation format)
  - Option 2: advisor prepares questions for student to answer (literature review chapter included in traditional dissertation)

IV. **Dissertation Format.** You will tentatively declare whether you choose to write your dissertation using a traditional or multiple article dissertation format. See the multiple article dissertation format section of the doctoral handbook for more information on the differences between these two formats.

V. **Doctoral Internship Requirements (CNS ED 7780).** The doctoral internship consists of 600 hours of experience designed to enhance your development in a variety of professional areas. There are 5 areas in which you can complete hours and you must pick at least 3 areas:

- Research
- Teaching
- Counseling
- Supervision
- Leadership and Advocacy

a. The 600 hours is worth 6 credits (100 hours per credit). These credit hours can be broken up into increments ranging from 1-6 credits across various semesters. You are not required to complete all of their internship hours during the semester they are enrolled, but must complete all 600 internship hours before successful completion of their program. Students must complete at least 100 hours in 3 different areas.

b. You will track your internship hours using the internship hours log. After getting your supervising faculty’s signature, turn in this form by the end of the semester using the Google form link (available in the program’s Canvas). To count hours, please use the following information:

i. **Counseling:** count 25 hours per client per semester (40% of the hours must be direct hours with clients; 60% can be indirect hours)
   - **Example:** 4 clients = 100 hours (equals 1 credit)
ii. **Teaching:** At a minimum, students each 150 for teaching one course solo and 75 hours for co-teaching a course with a faculty member. Students can track their hours using the hours log to earn more hours than this minimum if they work more hours than this.

iii. **Supervision:** At a minimum, students count 25 hours per supervisee per semester. For example, 4 supervisees would count as 100 hours. Students can track their hours using the hours log to earn more hours than this minimum if they work more hours than this.

iv. **Research:** count each hour

v. **Leadership & Advocacy:** count each hour

c. Fill out the Doctoral Student Internship Contract (see next page) after the doctoral committee agrees to student distribution of hours. Provide your advisor with a copy of this form. Your advisor will sign this form and keep it in your student file.

VI. **Discussion of Research Interests**

**Complete the following forms after your Qualifying Experience meeting:**

**D1, part A** (Appointment of Comprehensive Examination Committee). This form needs to be completed by you, signed by your advisor, and submitted to Dr. Woodhouse, COE Graduate Program Director.
Doctoral Internship Contract  
(Updated August 2021)

Process:  1) Student meets with the doctoral program advisory committee at the Qualifying Experience and negotiates this contract; 2) The completed contract is signed by student and the doctoral advisor; 3) A copy of the signed contract is returned to the student, the doctoral program coordinator, and the advisor; 4) The doctoral program coordinator places the signed contract in the student’s file; 5) If this contract is amended, the doctoral faculty advisor will initial any changes on this contract.

We, the undersigned, agree that the doctoral internship of ___________________________ will be composed of responsibilities involving counseling practice, teaching, research and scholarship, supervision, and/or leadership and advocacy. The number of hours planned in these five areas are as follows.

CACREP requires supervised experience in at least 3 of the 5 core areas. 600 hours total are required, including a 100 hours minimum in 3 areas. Internship hours should be tracked using the internship hours log, signed by your supervisor, and turned by the end of the semester using the Google form link (available in the program’s Canvas).

Counseling  
______Hour commitment

▪ The on-site supervisor will provide an assessment of counseling.
▪ One hour per week of individual supervision by a doctoral-level supervisor is required.
▪ The student will attend regularly scheduled group supervision on campus while enrolled in the doctoral internship and 1 hour of on-site individual supervision per week while enrolled in the doctoral internship and performing counseling duties.
▪ Common ways of collecting counseling internship hours include seeing clients at the CSAC (individually or in groups) or seeing clients in the setting where you work.

Teaching  
______Hour commitment

▪ Students are required to co-teach at least one course before they can teach a course solo
▪ If students are seeking a faculty position, it is recommended that they have solo taught at least one core counseling course
▪ For co-teaching, the student enrolls in internship under their co-instructor. For solo teaching, the student is assigned a faculty mentor to support them in teaching the course. They enroll under this advisor.

Supervision  
______Hour commitment

▪ The supervising professor will provide a narrative assessment of supervisory proficiency
▪ Supervision of supervision will be provided by counseling faculty (typically practicum instructors)
▪ Students should enroll in supervision internship under their supervising faculty member.
• If you supervise more than 4 supervisees during your supervision course, your hours with students in excess of 4 can count towards internship supervision hours.

Research

_____ Hour commitment

• Research internship hours can include any research projects design and/or conduct outside of course requirements such as collaborating with faculty on research, taking part in research teams, or conducting a study based off of a design a student created in a research class
• Research assistantships or work done for class assignments do not count towards internship hours
• Students can seek out and work with research mentors/partners outside of the counseling program if they choose
• Supervision of research will be provided by the faculty member under whom the student enrolls for research internship hours.
• You can earn research hours by conducting your own research or joining a research group. You can use research internships to write and publish articles, which is a helpful if you are interested in an academic job post-graduation.
• Projects planned for these internship hours:
  ____________________________________________________________

Leadership & Advocacy

_____ Hour commitment

• Leadership and advocacy internship hours can include involvement in advocacy efforts in the community, UMSL committee membership, presentations at the CSAC, involvement in Chi Sigma Iota or the doctoral student organization, or service to the program such as involvement in reviewing master’s student applications or attending doctoral student orientation. Be on the lookout for faculty to present opportunities to earn Leadership and Advocacy hours within the program.
• Supervision of leadership and advocacy will be provided by the faculty member under whom the student enrolls for internship hours.
• Activities planned for these internship hours:
  ____________________________________________________________
UMSL Counseling Program Multiple Article Dissertation Format  
Effective March 1, 2021  

Introduction  
Doctoral students in the counseling program have the choice of completing their dissertation using a traditional 4- or 5-chapter format with one study as the focus of their dissertation or using a multiple article dissertation format where students will write two or three manuscripts targeting specific academic journals or other publication outlets. The primary goal of the multiple article dissertation format is for students to write their dissertations in a way that is more authentic to how faculty in academia conduct research. This can help better prepare students for the research work of faculty positions. Additionally, in a multiple article dissertation format, students can complete their dissertation with multiple manuscripts nearly ready to submit to journals. In turn, this may help students be more successful in seeking faculty positions and publishing manuscripts resulting from their dissertations.

Differences between Traditional 5-Chapter Format & the Multiple Article Format  
The traditional 5-chapter dissertation format typically describes one research study and includes the following chapters: (1) introduction, (2) review of literature, (3) methodology, (4) results, and (5) discussion and conclusion. Typically, dissertations can require significant revisions before reaching a publishable form for journal submission. Literature reviews of traditional 5-chapter formats usually are lengthy (30-60 pages) as well. The 5-chapter format is sometimes shortened to 4 chapters where chapter 2 is removed and replaced with an expanded chapter 1. In contrast, in the multiple article format, students write two to three articles to be submitted to academic journals, practitioner publications, and/or partner groups or organizations. Additionally, the multiple article dissertation format is more flexible in the purposes of the research. In the book *Qualitative Research and Evaluation Methods*, Michael Quinn Patton stated that there are five different purpose of research existing along a continuum from theory to action: (1) basic research, (2) applied research, (3) summative evaluation, (4) formative evaluation, and (5) action research. Traditional dissertations usually fit the first two purposes. The multiple article dissertation format allows space for all 5 purposes of research including action research that is more authentic to how practitioners often conduct research. In addition to research done for academic peer-reviewed journals, students using the three article format (but not the two article format) may also write conceptual articles for a practitioner audience or participatory action research reports presenting results to a partner group or organization.

Two vs. Three Article Dissertation  
Within the multiple article dissertation format, the student has the choice to write either two or three articles. The three article dissertation format allows students to count a conceptual manuscript as one of their articles, but the two article dissertation format does not. Some studies and research methods may lead themselves more towards a two article format or a three article format. For example, some studies may spread their findings two thin when dividing them up across three articles. Additionally, while three article formats may allow students to have more potential publications ready by the time they graduate, they may also take more time to complete. Students are encouraged to discuss their options and study designs with their dissertation chairs to help them decide the number of articles they would like to include in their dissertation.
Multiple Article Format Structure

The dissertation must be the student’s original idea. It must be a unified work and include a sequence of articles of publishable quality around a theme, with a comprehensive review of the literature that demonstrates an in-depth understanding of the unifying framework. Students’ dissertations will include at least two articles targeting specific journals and are written to fulfill the submission requirements of each of those journals with exceptions noted in the format structure section above. Before the dissertation defense, each article is expected to be at or close to the publishable quality required by that journal. Each article should represent a unique and substantial research study or conceptual idea that adds something new to the field. However, with planning, multiple unique and substantial research studies can be conducted under one IRB application and even with one round of participant recruitment. Students are encouraged to strategize with their chairs how to efficiently plan and implement each study and conceptual idea.

Section 1 – Introduction (3-4 pages) - This section should include a brief introduction to the research topic as a whole. Each individual study does not need to be described. Rather, students should provide a general overview of the topic from a broad perspective, including describing the relevance and importance of the topic to the field. This section should also include the target journal(s) where the student plan to submit each article. This section should also include a description of the role played by each collaborator, as appropriate.

Section 2 – Articles - This section includes the abstract, literature review, methodology, findings, and discussion sections of each of the student’s articles. Each article should be presented in its continuous entirety. Formatting of these articles, including structure and page limits, are dependent upon the submission guidelines of the target journal or publication. Each article should not include its own references. Instead the references for the overall dissertation are sufficient. In the case of reports to an organization, the articles should fit with the guidelines of what is needed by the partner group or organization and should be based on common report writing practice (See Presenting Data Effectively: Communicating Your Findings for Maximum Impact by Stephanie Evergreen). Since, for copyright reasons, students are encouraged to assure the articles in their dissertation have meaningful differences from the manuscripts they will submit to their target journal or publication, students should use the following guidelines:

- Students are encouraged to go a bit over the length requirement of their target journal (5-15 pages). The article will be further edited down before submission to the journal.
- In quantitative studies, students should include more detailed information about their methods, data, and the tests they have run that they would likely not have space for in their eventual journal submission. These may include descriptive data, tests for outliers, and tests of violations of normality, linearity, homoscedasticity, and multicollinearity.
- In qualitative studies, students may include more participant quotes and expanded tables or descriptions of themes/findings. Students should also include more detail in describing their methodologies and the trustworthiness of their studies.
- References should *not* be included after each article. Only one reference page at the end of the dissertation is sufficient.

**Section 3 – Conclusion** (3-4 pages) - This section should present a brief synthesis of the findings and significance of all of the articles taken together. The following subsections should be included:

a. How the major findings of the articles fit together to impact the current literature and their collective implications
b. Directions for future research, including possibly the direction the student hopes to take this research line in their future studies

**References** - This comprehensive reference section includes all references from every section of the dissertation.

**Appendices** – The appendices should include all important documents for each study (e.g., surveys, interview questions, recruitment related documents).

**Article Format Options**

This dissertation format should be comprised of a minimum of two articles. The articles should form a cohesive line of research. The connection between the articles should be expressed clearly in the introduction of the dissertation (Section 1). Three article formats can use any combination of the following formats. However, at least one article would need to be an empirical journal article with a target academic journal (#1) where students analyze data. Both articles must be empirical (#1) in a two article dissertation format. Students are encouraged to work with their chairs to submit at least one empirical article to its target journal before graduation.

1. **Empirical journal article with a target academic journal** (using qualitative, quantitative, or mixed methods). These articles must involve the collection and analysis of data.
2. **Conceptual article with a target academic journal or practitioner publication.** These conceptual articles can provide a review of literature for practitioners or a description of an innovative idea, technique, or counseling intervention. Students should construct conceptual articles in a way that is similar to those of recently published conceptual articles in their target journal. Target journals for conceptual articles can include non-academic publications (i.e., magazines or newsletters written for practitioners). However, students should be aware that these non-academic publications do not carry much weight for the purposes of tenure and promotion for faculty members at most universities (especially research intensive ones). Articles in these publications are often shorter than journal articles and students should consult their publication guidelines for length requirements.
3. **A written report delivered to a partner group or organization.** This format would be used for research projects done in collaboration with a group or organization and would present them with a report focusing mostly on findings and actionable recommendations. Studies designed with this type of report in mind can be summative or formative evaluations or action based research projects. Students are encouraged to deliver the findings to the group or organization before graduation. Students cannot submit a presentation in place of this written report. *Presenting Data Effectively: Communicating Your Findings for Maximum Impact* by Stephanie Evergreen is recommended for guidance in writing such reports.

**Timeline**
1. Each doctoral student will decide if they want to do the multiple article format or the traditional format as part of their qualifying experience. If students would like to switch formats, they need approval from their advisor.

2. Before proposal, students need to have the introduction, literature review, and methods section of each of their articles written (section 3). For conceptual articles, students need to have a draft of the entire article written before proposal (part in section 3 & part in section 4). Additionally, section 1 of their dissertation needs to be completely written before proposal. As with the traditional dissertation format, all of these documents should be shared with committee members at least two weeks before the scheduled proposal date. Students should identify target journals or publications for each of their articles at the proposal. Students should also identify any collaborators for each article at their proposal.

3. In their proposal meeting, students will present all of their articles. They will receive feedback from their committee on all articles before collecting data. The committee almost always requires that the student make changes to the dissertation before the student is able to collect data. In other words, all data collection for any dissertation studies must be conducted after the student successfully proposes their dissertation.

4. After proposal, students may work on conducting and writing their studies in any order. One study does not have to be fully complete before work on another study can begin.

5. Students will schedule their dissertation defense after they have completed all of their studies and written all parts of all their articles and with the approval of their dissertation chair. Additionally, they should have completely written parts 1-3 of their dissertation. Their defense will be conducted like a job talk for a counselor education position where the primarily focus on the development of their research agenda moving forward in light of these articles. Going over all of the studies in detail is not the main focus of the defense presentation, although a brief summary of findings and implications should be provided. Instead, the candidate provides an overview of how their dissertation sets the foundation for their research agenda moving forward. The focus is more about their development as a researcher as opposed to summarizing the findings of your studies. After your presentation, their committee would still provide them with feedback on their studies as well as what they discuss in their presentation. The defense might address the following areas:
   a) What questions are you still left with and what gaps still remain in the literature surrounding your topic?
   b) What do you envision your research trajectory will look like moving forward?
   c) What ways do kinds of studies do you think you might do to further research this topic moving forward?
   d) What have you learned about research from this process and what are areas in your research where you still have room for growth?

6. After their defense and before graduation, students are encouraged to submit at least one of their articles to its target journal/publication.

**Authorship & Collaboration**
Students must be the first author on all of their articles. As first authors, students are
responsible for:
   a. development and articulation of the research or conceptual article idea,
   b. development of a research design to pursue this idea,
   c. leading and conducting the research and data analysis,
   d. and all of the writing for each article before the successful dissertation defense.

All writing on sections 1-3 of the dissertation must be done by the student (with editing/feedback help from dissertation committee members, as appropriate). Additionally, the students should do all of the pre-defense writing for each of their articles. Other collaborators may be involved in the writing/revision process of the articles after the successful defense of the dissertation.

Students may collaborate with others on any of their studies/articles (including faculty, students, and other stakeholders). Collaborators on studies may be involved in study design, data collection, and data analysis, but are not involved in the writing process until after the student has successfully defended. Collaborators must be identified at the student’s dissertation proposal meeting. Collaborators must be approved by all members of the dissertation committee. The student’s committee must approve any changes in collaborators.

Copyright & Overlap

Copyright issues can arise with previously published material. As of March 2020, according to Carolyn C. Baker (cbaker@counseling.org), associate publisher with ACA, copyright is not an issue in publishing articles from student’s dissertations in ACA-sponsored journals if they own the copyright. According to UMSL policy (see this link for more information: https://www.etdadmin.com/main/resources?siteId=275), “barring such extraordinary conditions, you wrote your dissertation and you are the copyright owner.” Students are encouraged to consider copyright issues early on in the process of their dissertation. They should reach out to their target journals and/or publications at the proposal phase to ask about any potential copyright issues.

As an extra layer of precautions, students should embargo the copyright of their dissertations for 18 months and attempt to have the articles resulting from their dissertation in press, if possible, by the end of that 18 month period. Additionally, the formatting guidelines help assure there are meaningful differences between the articles in the dissertation and the format of the manuscripts submitted to journals and publications, including only one references section for the dissertation and extra information in each article. For more information about these differences, refer to the multiple article format structure above. Although some overlap of content across the articles is acceptable, each article must be distinct and cannot overlap heavily with the contents of the other articles. Whether the extent of any overlap is excessive will be determined by the student’s dissertation committee.

Other Guidelines

- Target journals or publications should be presented at the dissertation proposal and must be approved by the dissertation committee. Changes in target journals or publications must also be approved by the dissertation committee. Students may
consider identifying alternate target journals for their articles at the proposal meeting as well.

- Students are encouraged to think strategically about how they design their study or studies to be able to complete the articles. For example, students may include extra data collection measures or methods in one IRB submission and round of participant recruitment to help them gather enough data to write multiple articles.

- Students are not required to use multiple different research methods for their articles.

- The final copy of the dissertation should be formatted consistent with the requirements of the UMSL graduate school.
UMSL Counseling Program Doctoral Internship Hours Log

**Instructions:** Use this form to document your internship hours earned in one semester. Then, get your supervising faculty’s signature and turn in this form by the end of the semester using the Google form link (available in the program’s Canvas). You should use a separate hours log for each kind of internship hours you accrue in a semester (i.e., teaching, supervision, research, etc.). Please save this form using the following filename formatting – LastName-SemesterYear-InternshipType.docx (e.g., WaalkesSpring21Teaching.docx). Add more rows as needed.

**Name:**

**Semester and Year:**

**Internship Type (Research, Counseling, Supervision, etc.):**

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Hours Worked</th>
<th>Total Hours</th>
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**Total Hours:**

X __________________________  X __________________________

Student Signature  Supervisor Signature