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 ................................................................................ 9
FINANCIAL ASSISTANCE ..................................................................................... 10
GENERAL REQUIREMENTS .................................................................................... 11
THE DEGREE PROGRAM .......................................................................................... 11
TRANSFERRING CREDITS ..................................................................................... 13
PROGRAM TIMELINE ............................................................................................. 13
QUALIFYING EXPERIENCE .................................................................................... 16
DOCTORAL INTERNSHIP ......................................................................................... 17
CO-TEACHING & TEACHING ................................................................................ 18
COMPREHENSIVE EXAM (COMPS) ...................................................................... 19
DISSERTATION COMMITTEE COMPOSITION ....................................................... 19
GRADUATE EQUIVALENCY HOURS ....................................................................... 19
GRADE REPLACEMENT ........................................................................................... 20
GRADUATION .......................................................................................................... 20
RESIDENCY REQUIREMENT, FULL TIME STUDY, AND CLASS TIMES ...................... 20
LEAVE OF ABSENCE .............................................................................................. 20
CLASS ATTENDANCE .............................................................................................. 21
IMPORTANT DOCUMENTS ..................................................................................... 21
SERVICES FOR STUDENTS WITH DISABILITIES ................................................. 21
INTERNATIONAL STUDENTS ................................................................................. 21
RETENTION & REMEDIATION: REVIEW BOARD PROCEDURE ............................... 21
GRADUATE GRADE APPEALS .............................................................................. 22
PROFESSIONAL LIABILITY INSURANCE ............................................................. 22
ENDORSEMENT POLICY ........................................................................................ 22
PROFESSIONAL ORGANIZATIONS & PROFESSIONAL OPPORTUNITIES: .......... 23
ACA 2014 ETHICAL CODES ..................................................................................... 25
RESOURCES ON CAMPUS ..................................................................................... 26
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
Contact Info: cottone@umsl.edu (314) 516-6094
Degree: Ph.D., Saint Louis University
Relevant Credentials: Missouri Licensed Psychologist (Certified Health Service Provider), Licensed Professional Counselor – MO; Certified Family Therapist.

JENNIFER CULVER
Contact Info: jdcbg6@umsystem.edu (314) 516-6088
Degree: Ph.D., University of Missouri-St. Louis
Relevant Credentials: NCC

MARY EDWIN, Assistant Professor
Contact Info: edwinmo@umsl.edu (314) 516-6081
Degree: Ph.D., Pennsylvania State University
Relevant Credentials: LPC, NCC

SUSAN KASHUBECK-WEST, Professor, ESPP Department Chair
Contact Info: SusanKW@umsl.edu (314) 516-6091
Degree: Ph.D., The Ohio State University, Counseling Psychology
Relevant Credentials: Licensed Psychologist

SO RIN KIM, Assistant Professor
Contact Info: skf5b@umsl.edu
Degree: Ph.D., Pennsylvania State University
Relevant Credentials: NCC

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

EMILY OLIVEIRA, Assistant Clinical Professor, Director of the Counseling and Social
Advocacy Center

Contact Info: EmilyOliveira@umsl.edu (314) 516-4613
Degree: Ph.D., University of Missouri - St. Louis
Relevant Credentials: Licensed Professional Counselor – MO, Nationally Certified Counselor

PHILLIP WAALKES, Assistant Professor, Director of the Doctoral Program
Contact Info: waalkesp@umsl.edu (314) 516-6086
Degree: Ph.D., The University of North Carolina at Greensboro
Relevant Credentials: NCC, ACS

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. Satisfactory scores on the Graduate Record Examination (GRE) aptitude section; scores at or above the 50th percentile on both the Verbal and Quantitative sections are preferred. Acceptable scores on the Writing measure are also required. The GRE locator code for the University of Missouri-St. Louis is 6889. Other standardized tests cannot be substituted for the GRE.

6. Complete and submit the supplemental application materials as instructed in the
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.

☐ Request official GRE scores to be sent to the University. In the interim, you are encouraged to submit an unofficial copy of your test scores to the Graduate Admissions Office or to the Department through the Department doctoral program email portal at: CounselingDocApps@umsl.edu.

☐ 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:

Two Informational Questions.
1. Do you currently have a license to practice counseling independently in the United States or its territories? If yes, please list your licenses (type of license and state) including the date of first issuance.

2. Please list any human service jobs you have held, the dates and length of employment, the employer, and the nature of the work that you performed.

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: 314-516-5485.
**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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong> (42 credits)</td>
<td></td>
<td></td>
<td></td>
</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 in Counseling</td>
<td>3</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>CNS ED 6030 - Foundations of Multicultural Counseling</td>
<td>3</td>
<td>Fall &amp; Spring</td>
<td>CNS ED 6010 &amp; 6020</td>
</tr>
<tr>
<td>CNS ED 6040 - Group Procedures in Counseling</td>
<td>3</td>
<td>Fall, Spring, &amp; Summer</td>
<td>CNS ED 6010 &amp; 6020</td>
</tr>
<tr>
<td>CNS ED 6050 - Individual Inventory</td>
<td>3</td>
<td>Fall &amp; Summer</td>
<td>ED REM 6710</td>
</tr>
<tr>
<td>CNS ED 6400 - Career Information &amp; Development</td>
<td>3</td>
<td>Spring &amp; Summer</td>
<td></td>
</tr>
<tr>
<td>CNS ED 6410 - Advanced Career Development</td>
<td>3</td>
<td>Fall (even years)</td>
<td>CNS ED 6400</td>
</tr>
<tr>
<td>ED PSY 6210 - Lifespan: Individual and Family Development (or ED PSY 6222)</td>
<td>3</td>
<td>Fall, Spring, &amp; Summer</td>
<td></td>
</tr>
<tr>
<td>CNS ED 7000 - Advanced Theories &amp; Practice of Counseling (taken Fall &amp; Spring of 1st year)</td>
<td>6</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>CNS ED 7010 - Advanced Multicultural Counseling</td>
<td>3</td>
<td>Fall (odd years)</td>
<td></td>
</tr>
<tr>
<td>CNS ED 7030 - Counselor Education &amp; Supervision of Individuals &amp; Groups</td>
<td>3</td>
<td>Fall</td>
<td>CNS ED 7000</td>
</tr>
<tr>
<td>CNS ED 7035 - Counselor Education &amp; Supervision Practicum</td>
<td>3</td>
<td>Spring</td>
<td>CNS ED 7030</td>
</tr>
<tr>
<td>CNS ED 7075 - Teaching, Learning, and Technology in Counselor Education</td>
<td>3</td>
<td>Spring (even years)</td>
<td>CNS ED 7000</td>
</tr>
</tbody>
</table>
## Practicum (3 credits) - One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semesters</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 6270 - School Counseling Practicum</td>
<td>3</td>
<td>Fall &amp; Spring</td>
<td>CNS ED 6010, 6020, 6060, 6200</td>
</tr>
<tr>
<td>CNS ED 6370 - Clinical Mental Health Counseling Practicum I</td>
<td>3</td>
<td>Fall &amp; Spring</td>
<td>CNS ED 6060</td>
</tr>
</tbody>
</table>

## Field Experience (6 credits) - One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semesters</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 6280 - School Counseling Field Experience</td>
<td>3</td>
<td>Fall &amp; Spring</td>
<td>CNS ED 6040 &amp; 6270</td>
</tr>
<tr>
<td>CNS ED 6380 - Clinical Mental Health Counseling Field Experience</td>
<td>3</td>
<td>Fall, Spring, &amp; Summer</td>
<td>CNS ED 6370</td>
</tr>
</tbody>
</table>

## Electives (6 hours) - Two of the following:

- CNS ED 6220 - Counseling Individuals with Disabilities, CNS ED 6500 - Introduction to Systems Theory for Relationship Counseling, CNS ED 6510 - Couples Counseling & Enrichment, 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semesters</th>
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<tbody>
<tr>
<td><strong>Required Courses (15 credits)</strong></td>
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<tr>
<td>ED REM 6710 - Educational Research Methods &amp; Design</td>
<td>3</td>
<td>Fall, Spring, &amp; Summer</td>
<td></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>
</tr>
<tr>
<td>CNS ED 7025 - Seminar in Counseling Research</td>
<td>3</td>
<td>Fall</td>
<td>CNS ED 7020</td>
</tr>
<tr>
<td>ED REM 7771 - Quantitative Research Methods</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ED REM 7781 - Qualitative Methods in Educational Research I</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Choice (3 credits) - One of the following:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ED REM 7772 - Quantitative Research Methods II</td>
<td>3</td>
<td>Spring</td>
<td>ED REM 7771</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Semesters Offered</td>
<td>Prerequisites</td>
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<tr>
<td>----------------------------------------------------</td>
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</tr>
<tr>
<td>ED REM 7782 - Qualitative Methods in Educational Research II</td>
<td>3</td>
<td>Spring</td>
<td>ED REM 7781</td>
</tr>
<tr>
<td><strong>Elective Choice</strong> (3 credits) - One of the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<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></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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semesters Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 7780 - Doctoral Internship</td>
<td>Variable</td>
<td>Fall, Spring, &amp; Summer</td>
<td>CNS ED 7000</td>
</tr>
</tbody>
</table>

**DISSERTATION RESEARCH** (6 credits minimum) - Can be repeated

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semesters Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7999 - Dissertation Research</td>
<td>Variable</td>
<td>Fall, Spring, &amp; Summer</td>
<td>Candidacy Status</td>
</tr>
</tbody>
</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. During the first year students are encouraged to take advanced theories and practicum class. 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, students are still expected to see at least one client at the CSAC. During the second year students are expected to take the supervision class. As a part of the class requirement doctoral students provide an hour long weekly supervision to 3 to 5 Master’s students who are enrolled in the practicum class. In addition to weekly meetings with Master’s students, doctoral students are expected to be able to view students’ videos and review their clinical notes which have to take place on campus. Therefore, during your first two years in the program expect to spend significant time on campus beyond the evening class time.

**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, they are experts in the methodology you would like to use. 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 three article). For more information on dissertation format see the three article dissertation section of this handbook. After the Qualifying Experience you can 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 (approximately 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.

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 three 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.

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 chapters/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. Your committee will provide you with feedback on your dissertation during your defense. 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. After the successful completion of your defense, you will complete the Preliminary Approval of Dissertation and Oral Defense [D6] form and the Oral Defense Announcement [D9] form.

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
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 (completion of the D1 form) 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 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.

- **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. 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).

- **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.

- **Leadership and Advocacy** - Leadership and advocacy internship hours can include involvement in advocacy efforts in the community, UMSL committee membership, involvement in CSI or the doctoral student organization, or service to the program such as involvement in reviewing master’s student applications or attending doctoral student orientation.

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 to Dr. Waalkes at waalkesp@umsl.edu at the conclusion of each semester. 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.

Each spring semester the doctoral program coordinator will email out an application to apply to teaching and/or co-teaching for the following academic year (Fall through Summer semesters).
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. Applications are due through email to the doctoral program coordinator by April 1.

**COMPREHENSIVE EXAM (COMPS)**
Upon completion or near completion (i.e., about 1-2 courses remaining) of the coursework required in the program for the degree, the student must sit for written comprehensive examinations (often scheduled over multiple days), which cover the knowledge bases delineated in the program for the degree. Upon successful completion of the written comprehensive examinations, an oral examination will be scheduled to address any weaknesses defined during the written examinations (usually about a two-hour oral examination). 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.

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 (approximately 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 section in this handbook on specialty area comps for more information on that option.

**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. Students may choose to sign up for GEH to remain eligible for
financial aid while working on their dissertations or comps. Students may sign up for 1 GEH the semester they are completing comps and the remainder of their hours can be signed up for after all coursework is completed and the D3 has been submitted (i.e., for dissertation). 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. GEH are variable based on how many are needed each semester. However, students may take a maximum of 6 GEH.

**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/](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/](https://www.umsl.edu/global/)

**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)](http://www.hpsorg.org).

**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

**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/

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://www.csi-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 ...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.”

For a full description of the 2014 Ethical Codes go to the following link: http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4

**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](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](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
American Counseling Association – http://www.counseling.org
American School Counselor Association – http://www.schoolcounselor.org
National Board for Certified Counselors – http://nbcc.org
Health Providers Service Organization (HPSO – liability insurance) - http://www.hpso.com/

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).

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#**
- **D6 Lastname.Firstname.StudentID#**
- **Dissertation Lastname.Firstname.StudentID#**
- **D7 Lastname.Firstname.StudentID#**
- **D9 Lastname.Firstname.StudentID#**
- **G14 Lastname.Firstname.StudentID#**
- **COE-6 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 PtA]**: 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.

- **Results of Comprehensive Examination [D1 PtB]**: 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 coursework. The D3 should be submitted / approved prior to the dissertation phase.

- **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.

- **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, a PDF copy of the dissertation proposal, 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. The D5 must be submitted to the Doctoral Program Director for approval by the close of the term preceding the semester in which the student wishes to graduate (e.g., 5 August 2017 for December 2017 graduation). These dates can be found on the Academic Calendar on the UMSL.
website. 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.

- **Preliminary Approval of Dissertation and Oral Defense [D6] and Oral Defense Announcement [D9]:** The submission of the D6 form indicates the committee offers the preliminary approval of the dissertation and denotes the date and location of the dissertation defense. The D6 form is to be submitted to the Doctoral Program Director at least 3 weeks in advance of the proposed dissertation defense date. In a single email, the student forwards the D6, one copy of the dissertation in PDF format, and the D9. NOTE: A doctoral student must be enrolled in the semester in which s/he is 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.

- **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. 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).

- **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) 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) 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 yearly each spring through email.

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, 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.

**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. 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, faucettg@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](https://apps.umsl.edu/webapps/ITS/withdrawal_survey/login.cfm)
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 three 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):

- 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 three article dissertation format. See the three 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

f. 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.

g. You will track your internship hours using the internship hours log. Internship hours logs should be signed by your supervisor and submitted to waalkesp@umsl.edu at the conclusion of each semester. 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

h. 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 2020)

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 and the advisor; 4) The completed original contract is filed in 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 submitted to waalkesp@umsl.edu at the conclusion of each semester.

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.

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.
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
- Supervision of research will be provided by the faculty member under whom the student enrolls for research internship hours.
- Projects planned for these internship hours:

Leadership & Advocacy

- Leadership and advocacy internship hours can include involvement in advocacy efforts in the community, UMSL committee membership, involvement in CSI or the doctoral student organization, or service to the program such as involvement in reviewing master’s student applications or attending doctoral student orientation
- 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:

__________________________________________

Student Signature

______________________________

Date

Advisor Signature

______________________________

Date
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.
UMSL Counseling Program Three-Article Dissertation Format

Effective April 1, 2020

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 3-article dissertation format where students will write three manuscripts targeting specific academic journals or other publication outlets. The primary goal of the 3-article dissertation format is for students to write their dissertations in a way that is more authentic to how faculty in academia write research. This can help better prepare students for the research work of faculty positions. Additionally, in a 3-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 Three-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 3-article format, students write three articles to be submitted to academic journals, practitioner publications, and/or partner groups or organizations. Additionally, the 3-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 5 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 3-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 may also write conceptual articles for a practitioner audience or participatory action research reports presenting results to a partner group or organization.

Three Article Format Structure

**Abstract** (150-250 words) – Describing the literature review, all three studies, and the closing chapter

**Section 1 – Introduction** (4 pages) - This section should include a brief description of each study and its purpose, tell how they are related, and explain their collective significance.
Section 2 – Literature Review (8-12 pages) - The purpose of this section is to define the gaps in the literature that form the justification for the focus of the research across all three articles. It should paint a clear rationale for the need for the studies and the significance (i.e., impact) of the studies. The student should make a cohesive and persuasive argument for how the topic for all three of their articles are interconnected in this section. Generally, it should be concisely written and look similar to the first chapter of a 5-chapter dissertation. This section should include the following subsections:

a. A definition or statement of the problem
b. The significance of the problem (i.e., why it is worth researching and how this line of research will have an impact)
c. The theoretical foundation(s) guiding the research
d. A synthesized overview of the important literature
e. The research questions for each article (not required for conceptual articles)
f. The methodology(ies) used to answer the research questions
g. A description of the role played by each collaborator, as appropriate.

Section 3 – 3 articles (Literature Review & Methodology Sections) - This section includes the literature review and methodology sections of each of the student’s three articles. In the case of conceptual articles, it should include approximately the first half of the article. 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 abstract and references. Instead the abstract and 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.

- Each article should not include an abstract.
- References should not be included after each article. Only one reference page at the end of the dissertation is sufficient.

Section 4 – 3 articles (Findings/Results & Discussion) - This section includes the findings/results and discussion sections of each of the student’s three articles. In the case of conceptual articles, it should include approximately the second half of the article. See section 3 above for more details about the formatting of this section.

Section 5 – Conclusion (8-10 pages) - This section should present a summarization and synthesis of the dissertation’s major findings and implications. It should present a broader picture of the findings and significance of all of the articles taken together. The following subsections should be included:

a. Summary of major findings of each article and how they fit together
b. Synthesized implications/recommendations of the articles as a whole
c. Limitations of the line of research
d. Directions for future research

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).

Structure of the Three-Article Format

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 three 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.

Article Format Options

This dissertation format should be comprised of a minimum of three articles. The articles should form a cohesive line of research. The connection between the three articles should be expressed clearly in the introduction of the dissertation (Section 1). The three dissertation
articles can be 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. 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 three-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 three 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, sections 1 and 2 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 three of their articles. They will receive feedback from their committee on all three 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 three of their studies and written all parts of all three of their articles (sections 3 & 4) and with the approval of their dissertation chair. Additionally, they should have completely written parts 1-5 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 three articles.

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 1-5 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 three 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 separating the articles into two sections, including only one abstract and references section for the dissertation, and including extra information in each article. For more information about these differences, refer to the three article format structure above.

Although some overlap of content across the three 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 three 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 three articles.

- Students are not required to use three 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 Doctoral Internship Hours Log

Get your supervising faculty’s signature and turn in this form at the end of each semester to
waalkesp@umsl.edu

Name: ___________________________________________ Semester and Year: __________________________

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

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<th>Hours Worked</th>
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