



Counselor Education and

Supervision

Ph.D. Student Handbook

Academic Year 2024-2025

# Welcome to the Counselor Education and Supervision Doctoral Program!

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

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

Specifically, this Handbook has the following goals:

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

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

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

Melanie Burgess, Ph.D., and Taneshia Greenidge, Ph.D., CE&S Doctoral Program Co-  
Coordinators

# Chapter One: Introduction

## **The University of Memphis**

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

## **The UofM Graduate School**

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

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

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

Our doctoral program in Counselor Education and Supervision and our MS degrees in Clinical Mental Health, Clinical Rehabilitation, School, and Rehabilitation Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP); our doctoral program in Counseling Psychology is accredited by the American Psychological Association (APA).

In addition to our academic programs, CEPR houses clinical research centers: The BRAIN Center and the University of Memphis Institute on Disability (UMID).

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

and neighboring communities.

We have a graduate student lounge located on the third floor of Ball Hall. The lounge is a study space, meeting room, and an area where you and fellow graduate students can eat, relax, and visit. The lounge has a fridge, coffee pot, and microwave for your use as well as computers.

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

1. Talisa "Tally" Anderson ([tndrsn21@memphis.edu](mailto:tndrsn21@memphis.edu)). Tally is the department's Business Officer and handles all contracts, budget, and travel for the department.
2. Melynda Whitwell ([mdlong@memphis.edu](mailto:mdlong@memphis.edu)). Melynda is the department's Academic and Student Affairs Coordinator. She will assist you with admissions, registration permits, room reservations, and a host of other tasks.
3. Susan Mascari ([susan.mascari@memphis.edu](mailto:susan.mascari@memphis.edu)). Susan is the department's Office Assistant. She can support you with a host of administrative tasks.

### **Points of Pride**

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

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

### **Faculty Listing**

#### ***Core Counseling Program Faculty and Concentration Areas***

Dr. Michelle Welch Brasfield, Associate Professor, School Counseling Coordinator

Dr. Melanie Burgess, Assistant Professor, School Counseling, Doctoral Program Co-Coordinator

Dr. Pamela Cogdal, Department Chair, Clinical Professor

Dr. Claire Dempsey, Associate Clinical Professor, Practicum and Internship Coordinator

Dr. Frances Ellmo, Assistant Professor, Clinical Mental Health Counseling

Dr. Taneshia Greenidge, Assistant Professor, Clinical Mental Health Counseling, Doctoral Program Co-Coordinator

Dr. Patrick Murphy, Assistant Professor, Clinical Mental Health Counseling

Dr. Eraina Schauss, Associate Professor, Clinical Mental Health Counseling Coordinator

Dr. Steve West, Professor, Rehabilitation Counseling

Dr. Steve Zanskas, Associate Dean of College of Education, Professor, Rehabilitation Counseling

***Counseling Educational Psychology and Research (CEPR) Office Administration:***

*Ball Hall Rm 100*

Talisa “Tally” Anderson, Administrative Associate II, CEPR

Melynda Whitwell, Administrative Assistant/Admissions Coordinator, CEPR

Susan Mascari, Office Assistant, College of Education Dean’s Office and CEPR

**Guiding Documents**

***Five mission statements provide structure and purpose to the Counseling program at The University of Memphis.***

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

**The University of Memphis Strategic Plan: Defining Our Future**

***Vision***

The University of Memphis has been recognized as one of America's great metropolitan research universities (Carnegie R1 ranking), noted for its comprehensive, innovative academic programs and for capitalizing on its urban setting and region to address the challenges of our global society.

***Mission***

The University of Memphis is a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship.

***Values***

The University of Memphis, as an engaged learning community, celebrates:  
The pursuit of excellence in teaching and research as the highest measures of successful achievement.

- Interdisciplinary collaboration, artistic expression, and research as vehicles for leveraging our resources, solving problems, and multiplying our accomplishments.

- The transfer and dissemination of knowledge with community stakeholders for the intellectual, economic, and social advancement of our community.
- Innovation and creativity in everything we do.
- Respect for diversity, equity, inclusion and individual worth.
- Integrity and transparency in our actions.
- Responsible stewardship and conservation of resources.
- Stewardship of wisdom, knowledge, and information created by our predecessors.
- Leadership and involvement in the economic, social, and professional growth of Memphis, the State of Tennessee, and the nation.

## College of Education Mission & Vision Statement

The mission of the College of Education (COE) is to provide high-quality education for undergraduate and graduate students, to conduct meaningful research designed to illuminate and solve problems, and to use our expertise to serve our community. In addition, our vision is to be an innovative national leader in preparing effective urban, suburban and rural professionals COE trains equity minded teachers, counselors, researchers and leaders who will impact Memphis, the Mid-South and globally.

## ACA Mission

The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity. - See more at: <http://www.counseling.org/about-us/about-aca/our-mission#sthash.gCX7ZCZ4.dpuf>

### *ACA Code of Ethics Preamble*

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.

These professional values provide a conceptual basis for the ethical principles enumerated below. These principles are the foundation for ethical behavior and decision making. The fundamental principles of professional ethical behavior are

- *Autonomy*, or fostering the right to control the direction of one's life;
- *Nonmaleficence*, or avoiding actions that cause harm;
- *Beneficence*, or working for the good of the individual and society by promoting mental health and well-being;
- *Justice*, or treating individuals equitably and fostering fairness and equality;
- *Fidelity*, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
- *Veracity*, or dealing truthfully with individuals with whom counselors come into professional contact.

### **Counseling Program Mission**

The Counseling program is dedicated to:

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

### **Counseling Program Objectives**

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

- Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g., licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients that values a developmental, strengths-based, wellness approach to helping clients enhance their quality of life.
- Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community
- Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings.
- Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.
- Students will demonstrate an ability to create an environment conducive to developing

counseling relationships consistent with client goals and evidence-based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.

- Students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.
- Students will demonstrate ethically and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.
- Students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice.

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

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

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

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

### **CHORIS**

In addition, all graduate counseling students are expected to adhere to the following professional counseling values as defined by Gibbons, M. M., & Spurgeon, S. L. (2014, SACES). Students will be evaluated yearly by all faculty to ensure appropriate development and mastery within the domains of commitment, humility, openness, respect, integrity, and self-awareness.



### ***Commitment***

Demonstrates engagement in and dedication to the learning process, the counseling profession, and the development of counseling skills and knowledge. Completes tasks by scheduled deadlines, meets program and site expectations, and takes initiative in program and site activities.

### ***Humility***

Demonstrates commitment to self-critique regarding own counseling skills, ability, and knowledge with a recognition that professional growth is a lifelong process. Embraces an attitude of curiosity and acceptance of others' cultural beliefs, identities, and values.

### ***Openness***

Demonstrates an interest in learning, growing, and changing behavior. Receives and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors.

### ***Respect***

Demonstrates an ability to collaborate with colleagues and supervisors in the pursuit of a shared goal and understanding. Recognizes role and maintains core conditions when navigating challenging or conflictual situations. Communicates with colleagues and supervisors effectively and appropriately.

### ***Integrity***

Demonstrates professional behavior with others, including maturity and honesty within all professional interactions. Takes responsibility for own professional behavior during challenging circumstances, including providing an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. Accepts mistakes and avoids placing blame on others. Adheres to professional and ethical guidelines for the counseling profession.

### ***Self-awareness***

Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Actively pursues learning about self in relationship to the world around them. Implements professional self-care strategies to optimize wellness, mitigate personal concerns, and prevent burnout that may impact clients and counselor competency.

\*University of Tennessee, Knoxville 2023

## **The Professional Learning Environment**

### ***Statement on Ethical Conduct***

Each student is expected to be knowledgeable of the current American Counseling Association ethical standards for the counseling profession, in general, and the particular subspecialty of their program emphasis (e.g., American Mental Health Counselors Association, American

Rehabilitation Counseling Association, American School Counselor Association, American College Counseling Association, and the Commission on Rehabilitation Counselor Certification). Affirmed with this knowledge, each student is expected to behave in an ethical manner and support ethical practices of fellow students and faculty.

### ***Support of Diversity***

The University of Memphis counseling programs capitalize on the institutions urban setting to address the mental health and developmental challenges of our region and society through respect for diversity, individual worth, and pluralistic opportunities for well-being during the training experience.

The Counseling program aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of multicultural perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses are formulated and taught in a manner that provides opportunities for all students to discuss issues of diversity including, but not limited to, age, ethnicity, gender, disability, and sexual orientation.

### ***Harassment and Discrimination***

It is against University policy and is also illegal to harass and or discriminate against any member of the University community on the basis of sex, race, color, national origin, religion, age, disabling condition, and/or veteran status. Additional information is available in the graduate catalog and the respective syllabi for each semester's courses. More specific information regarding university policies can be found at:

<http://umwa.memphis.edu/umpolicies/index.php>

## Chapter Two: Program Information and Requirements

### Advisor/Dissertation Chair

When students are admitted to the program, they are assigned an Advisor. The Advisor is the student's advisor and Dissertation Chair. It is most helpful to students if meetings between a student and their Advisor occur regularly.

Meeting regularly facilitates consistent review of the student's progress in the program. Scheduling these meetings is usually initiated by the student and is something the student will want initiate rightaway. The Advisor will advise the student about course work and consult with the student in designing and carrying out their studies and dissertation. Topics worthy of regular review with your Advisor include:

- Class schedules and academic progress
- Progress towards completion of residency research study and dissertation research
- Progress on timeline towards completion of degree
- Professional development
- Additional topics of pertinence to the student or dissertation chair

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

### Change of Advisors

If you are contemplating a change in advisors, you must submit this request in writing to the Doctoral Co-Coordinator who will review the request with the full faculty. If this request is denied, you may appeal the decision with the Department Chair. A change in advisors is an uncommon event but is encouraged to take place early in a doctoral students' program of study to ensure that adequate support is given to a student leading up to their residency research study and dissertation.

### Student Financial Support

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

## Accreditation

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

## Computers and Information Technology

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

## Other Student Services

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

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

## Coursework and Program of Studies

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

Planning of program of studies is done during the first semester in close consultation with your Advisor. Full-time status in the program requires enrollment in 9-credit hours of studies per semester (Fall and Spring). Part-time study is permitted, but all students must enroll in at least 3-

credit hours every Fall and Spring term until completion of the program. If a student has completed all required hours, including 9-credit hours of dissertation, and have not yet defended their dissertation, the UofM permits registering in 1-credit hour of dissertation until the dissertation is successfully defended. Please see Appendix B for program coursework requirements and Appendix C for a sample doctoral course sequence for a full-time, year-round schedule.

Your Program of Studies is the formal contract between you and the university regarding course work. It contains every course to be taken at the university during the doctoral program; this includes all courses required by the University as well as courses needed to fulfill personal and professional goals. With your Advisor's guidance, you complete and turn in your official "Program of Studies" form during the first semester of your matriculation as a Counselor Education and Supervision Ph.D. student. Your Advisor will assist you in the process and turning the form in to the appropriate personnel. You may amend your Program of Studies so long as your Advisor, Academic Advisory Committee, and all other pertinent (i.e., department and Graduate School) authorities review and approve the amended plan.

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

### **Academic Advisory Committee**

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

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

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

You will be classified in several different ways as you proceed through the various steps leading to the degree. Initially, you will be classified as an “early doctoral student.” This status remains in effect until you successfully pass your Doctoral Comprehensive examinations (comprised of your written comprehensive exams and oral dissertation proposal defense). Thereafter, you will be classified as a “late doctoral student,” also known as a “doctoral candidate.”

## **Registration**

Each semester, you will register and manage your account at <https://my.memphis.edu>. You will need to decide on your schedule and in advance of each semester. You are responsible for meeting with your advisor prior to registering. You must receive advising and approval from your advisor in order to have your advising flags “dropped” in the University electronic management system before you may register. The main office administrative staff can “clear” you on the management system only on the advice of your advisor. The staff also can enter permits for COUN-prefixed courses that are restricted. If you take a course outside of the department, check to see if the course requires a permit (not all do). If it does require a permit, it is your responsibility to contact that instructor and ask her/him to issue you a permit. Several courses within the department require additional instructor permits; please plan accordingly by reaching out to instructors for approval prior to registration. Register early, even if you think that you may change your mind about your courses. Note: You will need to provide documentation of immunizations before you can enroll (<https://www.memphis.edu/health/immunization/index.php>). International students should do so at least two weeks before their first semester starts.

## **Grades**

As detailed in the next chapter (“Student Responsibilities”), all Ph.D. students must maintain a 3.0 overall GPA. No course grades of D and F will apply toward your degree but will be computed in your overall GPA. If you earn below a B- in any core course, you must repeat the course. You may repeat no more than two courses (and only if the earned grade was lower than a B-) in total. Courses outside of counseling (courses beginning with “COUN”) may have different grade pre-requisites beyond the requirements in our program. Please consult with the graduate course catalog to verify these requirements.

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

## **Grade Appeals**

If you have a concern about a specific grade, the first thing to do is to set up a time to speak with the instructor for the course. You can then request a breakdown of the grade you received. If you are still unsatisfied with your grade after meeting with your instructor, you may formally appeal

a grade by submitting Grade Appeal Form to the department chair (refer to [www.memphis.edu/gradschool/](http://www.memphis.edu/gradschool/) for additional information and for the form itself). In addition to this form, you must include a written letter outlining the factual basis for your complaint. The course instructor will be allowed to file a written rebuttal. You have 30 days from the end of the term in which the contested grade was received to submit these materials.

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

### **Residency Research Project**

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

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

### **Doctoral Comprehensive Examinations**

The Doctoral Comprehensive Examinations are generally taken at the end of the second year of full-time study, after the completion of the following pre-requisites:

1. Completion of all core courses **OR** completion of 75% of your program of studies (45 credit hours)
2. Completion of COUN 8205: Counseling Research Residency Seminar
3. Approval from your Advisor

All coursework covered by the Comprehensive Exams must be completed (with a grade of at least B-) before taking the Comprehensive Exams. Students must take these examinations

within six months of completing all requirements listed on the degree plan.

Doctoral comprehensive exams are considered a scholarly exercise in which the student demonstrates proficiency in the following content areas: Research and Assessment, Supervision, Advanced Counseling, and Teaching. The exam includes written examinations in each of the aforementioned content areas. The written Comprehensive Exam questions will be prepared and graded by ad hoc subcommittees of the Counseling Division Faculty.

Comprehensive examinations are generally offered twice per year in Fall and Spring. **A period of at least four months must elapse between the dates of the qualifying examinations and the dissertation defense.**

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

### Grading Criteria and Results

The faculty's intention is for all students to pass the Comprehensive Examinations and to bring out the best in students. On their first testing occasion, students must take all portions of the qualifying examination during the same semester. Students will receive a grade of Pass or Fail on each content area of the exam. If the student fails one or two written comprehensive exam questions, their advisor will meet with the student to discuss the results and any comments made by the graders. The student will be notified that they must complete an Oral Comprehensive Exam for the content areas failed. The purpose of the Oral Comprehensive Exam is for students to defend and discuss their own work, ideas, and knowledge. It allows students an opportunity to clarify their written answers and constitutes an important professional skill. Because the Comprehensive Exam represents the student's own written and oral work, there should be no consultation about the content of the exam between the student and other students, between the time the Comprehensive Exam questions are distributed, and all the oral exams are completed.

If a student fails three or more content areas on the written Comprehensive Exam, this is considered a failure of the Comprehensive Exam. A student who does not pass the Comprehensive Examination may be permitted to repeat the entire process once, after a lapse of at least four months, and not more than twelve months from the date of the unsatisfactory examination(s). Failure to pass the qualifying examination within the specified time will result in dismissal from the program irrespective of performance in other aspects of doctoral study.

### **Dissertation Committee**

Your Advisor will chair your dissertation. After completing the core requirements of your plan of studies and successfully passing the written and oral comprehensive examinations, you transition from a doctoral student to a doctoral candidate. This signifies your ability to begin work on your



dissertation, although you will continually develop your research alongside your dissertation chair throughout the duration of your program.

The members of your Academic Advisory Committee may also serve as your Dissertation Committee.

The Dissertation Committee must consist of at least four graduate faculty members. One member of your Dissertation Committee may be external to the CEPR Counseling Division, although this is not required. All Dissertation Committee Members must have Graduate Faculty Status at the UofM or

be permitted to join pending approval by your Advisor, the CEPR Department Chair, and the UofM Graduate School. See your Advisor for more information on qualifications for potential external members of the Dissertation Committee.

### **Roles and Responsibilities of Dissertation Committee Members**

All committee members and dissertation candidates are endeavored to maintain timely, respectful communication with one another throughout the dissertation process. Faculty are encouraged to provide written feedback/edits regarding dissertation-related writing within two weeks of receipt, offering substantive editorial changes with rationale for support/critique. All committee members and the dissertation candidate must adhere to mutually agreed upon expectations and deadlines. Any committee member who perceives major flaws that are likely to result in a candidate's unsuccessful prospectus or defense should discuss these concerns with the candidate and chair immediately.

**Dissertation Chair:** Must have full graduate faculty status

([https://www.memphis.edu/gradschool/resources/graduate\\_faculty/education/cepr.php](https://www.memphis.edu/gradschool/resources/graduate_faculty/education/cepr.php); faculty with associate status may co-chair with approval from the Department Chair)

Responsibilities include, but are not limited to:

- Guiding dissertation candidate to produce doctoral level, original research
- Advise candidate in the selection of dissertation committee members
- Providing guidance regarding residency research study, proposal and defense expectations, reasonable timelines, structure, formatting, and content
- Collaborating with methodologist to support candidate in navigating the IRB process, data collection, and analysis

**Methodologist:** Must possess methodological expertise in the dissertation candidates' particular data collection and analyses procedures (quantitative, qualitative, mixed methods)

Responsibilities include, but are not limited to:

- Collaborating with chair to support candidate in navigating the IRB process, data collection, and analysis
- Providing feedback and support regarding candidates' method (chapter 3) and results (chapter 4), as well as relevant application of results in the discussion, limitations, and implications (chapter 5), as needed.

**Committee Members:** Will assist in cooperation with the chair and methodologist to advise and support the dissertation candidate from prospectus to defense

Responsibilities include, but are not limited to:

- Offering subject matter expertise, as needed
- Reading draft proposal and dissertation and provide meaningful feedback (within a mutually agreed upon timeline) during the prospectus and defense stage, as needed

**Dissertation Candidate (You!):** Must formally ask faculty to join their dissertation committee, recognizing that due to workloads and timing (e.g., faculty are on a 9-month contract and are not guaranteed to be contractually working during summer semester and winter break), faculty may not be able to fulfill dissertation committee requests.

Responsibilities include, but are not limited to:

- Engaging as an active participant in the dissertation process by reading articles, communicating with faculty, asking questions, and setting aside time for writing and reflection
- Developing own area(s) of expertise throughout doctoral studies that will drive their dissertation research
- Maintaining communication with chair and methodologist and adhere to mutually-agreed upon plan for progress
- Keeping chair apprised of progress, including any deviations from original plan

## **Dissertation**

The dissertation is the capstone of your academic program. It involves the completion of a novel research study from start to finish pertaining to counseling practice, counseling education, and/or supervision. Although the dissertation process is a learning experience in which you work closely with faculty, it will demonstrate your research ability and expertise in a specific area. Prior to conducting the research, you must submit a written proposal (the Dissertation Prospectus) for approval by your Dissertation Committee (see the "Dissertation Guidelines" at the following website: [https://www.memphis.edu/gradschool/current\\_students/td-prep.php](https://www.memphis.edu/gradschool/current_students/td-prep.php)). The prospectus will constitute the first three chapters of the dissertation (introduction, literature review, and methodology).

If conducting research with Human Subjects, you must submit a proposal to the Institutional Review Board (IRB) for approval prior to collecting your data. Prior to initiating your dissertation study your prospectus must be orally presented, defended, and approved by your Dissertation Committee. Upon successful completion of your prospectus, you will submit your IRB application for approval to collect data.

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

Upon completion of your dissertation study (introduction, literature review, methodology, results, discussion, references, and appendices where applicable), and with approval from your Advisor, you may schedule your defense with your committee. The Advisor/Dissertation Chair will decide when your work is ready to be forwarded to your committee for review. The process is based on the quality of the work, NOT a specified timeframe. When such time as your Advisor/Dissertation Chair approves, you may submit your dissertation to your Dissertation Committee for review. You must provide your complete and final dissertation to your committee not less than **two weeks** before the dissertation defense date.

As with the prospectus, the format of your defense will have you providing a presentation, answering questions posed by the committee and those in attendance, and subsequent determination of pass or fail of the project. Your Advisor/Dissertation Chair will introduce you and you will provide a 30-to-45-minute presentation to provide an overview of your work. Following your presentation, audience members not on your committee (e.g., other graduate students, friends, other faculty members) and your committee will be invited to ask questions. Once that is complete, your Advisor/Dissertation Chair will thank and excuse audience members. Your committee may then ask additional questions if necessary. You will then be excused from the room while the committee decides whether your defense was successful, and they will complete the Oral Exam and Thesis-Dissertation Approval Form. This form contains the departmental expectations for your presentation and ability to answer questions. You will then be invited to return to the room and the results will be discussed with your committee. Options for evaluation will include “Pass,” “Pass with Minor Revisions,” “Pass with Major Revisions,” or “Fail.”

Since the dissertation is a major piece of scholarly work, it is inevitably time-consuming. You will need to allow considerable time for reading, rewriting, routing of paperwork, and committee members' reading and preparing for your prospectus and defense meetings. Faculty are on 9-month academic year employment contracts and may not be available for defenses in the summer months. All dissertations must be submitted electronically to the Graduate School for final approval.

## Chapter Three: Student Responsibilities

### Maintenance of Good Academic Standing

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

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

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

### Class Attendance and Participation

**As an in-person CACREP accredited counseling program, students are required to attend all classes in person.** Students should arrive at the classroom on time for class, attend each class fulltime, and return from class breaks promptly. Students should participate in different class activities such as completing class assignments, asking questions, collaborating with classmates on projects, and engaging in-class discussions. Students should also demonstrate professional and respectful behaviors to classmates and professors. Exceptions to in person attendance may be provided in compliance with the Americans with Disabilities Act and/or upon receipt of documentation from the Office of Disability Resources for Students.

**\*Three unexcused absences will result in a repeat of the class, and you will need to pay for the class again.**

- If you cannot attend a class in person due to work- or family-related reasons, it will be counted as an absence.
- If you cannot attend a class in person due to sickness or emergency reasons, you should email the faculty member before class or as soon as possible. –This will not be counted as an absence if you provide proof (e.g., a doctor's note).

- If you are fifteen minutes late for the class or need to leave fifteen minutes before it ends, you will need to communicate with the class instructor. Two late entrances/early departure will be counted as an absence if you have not communicated with/approved by your faculty person.

□

- *Please note: Certain classes may have additional attendance policies, please make sure to double check all your class syllabi. In addition – the department will always adjust to University Covid policies regarding zoom/online classes. Please pay attention to University communication during times of Covid.*

## **Assessment of Student Competence**

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

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

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

## **Student Conduct**

You are expected to demonstrate behavior consistent with professional expectations of competence for the field as espoused by the American Counseling Association, the program accreditor (CACREP), and the CHORIS.

Further, all students are required to meet the UofM Student Code of Conduct and the Honor Code (see <https://www.memphis.edu/osa/pdfs/csrr.pdf>)

## **Retention and Remediation Policy: The Student Success Committee**

The student's advisor is the initial contact related to behavioral or academic retention issues. It needs to be stressed that retention is the goal in that faculty wish to see each student successfully

matriculate. At the end of each semester, counseling faculty meet in order to discuss students who fail to meet expectations related to the CHORIS value domains. Reports of a behavioral incident and/or academic retention (course grades of C+ or lower) are reviewed during these meetings. There are two basic types of retention that the Student Success Committee responds to, behavioral and academic.

### 1. Behavioral Retention

Students are expected to conform to conduct standards specified in The University of Memphis Code of Student Conduct, the American Counseling Association Code of Ethics and the department's CHORIS values. Faculty members document concerns that do not conform to these standards on a CHORIS report form. The form includes: (a) student name, (b) date (c) specifics in regard to CHORIS, (d) persons involved, (f) signature, and (g) name of instructor/supervisor completing report. The student's advisor goes over the form with the student to establish the path forward. This may be the only meeting concerning the incident however depending on the severity of the issue, a Student Success Committee meeting may also be requested by the faculty. The student is invited to appear before faculty in order: 1) to insure an accurate, open, and just discussion of the particulars surrounding the situation, and 2) to ensure that the student's best interests are considered. Retention appeals are conducted according to the procedures specified in the Graduate Catalog of The University of Memphis. **After the meeting, the student will receive written feedback from the committee...**

The faculty may also employ the Behavioral Intervention Team on campus ([Behavioral Intervention Team - Behavioral Intervention Team - The University of Memphis](#)) or the Office of Student Accountability ([Student Accountability - Office of Student Accountability - The University of Memphis](#)) depending on the nature of the concern.

### 2. Academic Retention

If a student receives a C+ or lower course grade, the student will need to retake the course in order to receive degree credit and they must discuss their academic progress with their advisor. At the meeting with the student's advisor, the advisor may recommend remedial academic work. A student may retake the course once and a student may retake a maximum of two required courses.

If a student is put on academic probation, they must discuss their academic progress with their advisor. At the meeting the advisor may require the student to engage in remedial academic work. If a passing grade in a required course is not received (i.e., grade of B- or better) the second time the course is taken, the student will be unable to complete the requirements for a Master of Science degree (see Graduate Catalog of The University of Memphis). At that time, the student is emailed informing the student they will be unable to complete the requirements for a Master of Science degree. Academic retention appeals are conducted according to the procedures specified in the Graduate Catalog of The University of Memphis.

## Responsibilities Related to Communication of Information

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

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

### **Professional Liability Insurance**

Professional liability insurance is required of all students **PRIOR** to the engagement in any clinical activities as part of the Ph.D. program. Professional liability is available from a variety of sources, and students may obtain policies at affordable rates through affiliate programs of the American Counseling Association and the American Psychological Association. Student must provide proof of professional liability insurance prior to clinical work to Dr. Dempsey, Practicum and Internship Coordinator. For additional information, contact your Advisor or Dr. Dempsey ([mcwilliams@memphis.edu](mailto:mcwilliams@memphis.edu)) and please visit the following link for all relevant clinical paperwork: <https://www.memphis.edu/cepr/counseling/clinicalforms.php>.

### **Fitness to Practice Policy**

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

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



## **Leave of Absence and Withdrawing from the Program**

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

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

## **Professional Development**

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

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

In the interest of developing a professional identity, your professors and mentors expect you to become actively involved in research and as well co-teach, co-consult, co-write, and attend professional meetings. You must be proactive in acquiring the experiences and attitudes inherent in becoming a scholar. You are expected to participate in the entire research process, including presenting and publishing, as a part of your program, prior to the dissertation. Faculty have research labs that you can join. You should identify one or more research mentors among faculty and work with them to participate in research and writing. You may find it to your benefit to work with more than one faculty member during your program. Faculty bios, research interests, and contact information can be found at: <https://www.memphis.edu/cepr/faculty/index.php>

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



needs.

All Counselor Education and Supervision doctoral students are **strongly encouraged** to become actively involved in professional counseling organizations. Doctoral students are encouraged to attend conferences related to counselor education and supervision. Presenting at conferences is an important opportunity to gain experience and network with other professionals. Students are required to either submit a manuscript for publication or a conference proposal at a professional conference as part of the residency research requirement. Publishing scholarly works and presenting findings at professional conferences is an integral part of counselor education and supervision. Such publications and presentations may potentially increase students' marketability post-graduation. Often, class assignments involve the initial version of a paper that might be refined for publication. Students are encouraged to follow-up and develop these papers and to discuss opportunities to write and co-author, with their Advisor and/or other faculty members.

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

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

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

### ***Organization Membership***

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

#### **Chi Sigma Iota Honor Society**

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

Cogdal (pcogdal@memphis.edu) for more details.

## **National Organizations**

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

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

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

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

Doctoral students play an especially important role in ACES. Students enrolled in their doctoral studies in counselor education and supervision programs will find opportunities to work with and learn from current faculty members and leaders in the counseling profession. In addition, the conferences provide opportunities to network with other counseling professionals, and to present their research and experiences to professional colleagues. The primary purpose of the Association, in accordance with the purpose of ACA, is to advance counselor education and

supervision in order to improve the provision of counseling services in all settings. For more information refer to [www.acesonline.net](http://www.acesonline.net).

### **Regional and State Organizations**

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

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

### **Title IX Policy**

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

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

### **Non-Discrimination Statement**

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

## Appendix A

### University of Memphis Department of Counseling, Educational Psychology and Research Ph.D. Program in Counselor Education and Supervision

#### Student Informed Consent Statement

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

1. In order to successfully complete the Ph.D. in Counselor Education and Supervision, I will be expected to demonstrate:
  - a. academic competence and counseling skills appropriate for a counseling intern
  - b. appropriate interviews and sessions with clients
  - c. ethical, multiculturally sensitive, and professional clinical practice
  - d. appropriate relationships with peers, faculty, clients, supervisors, and outside agenciesFailure to attain such skills may result in my being required to repeat coursework, adhere to a remediation plan, or my dismissal from the program.
2. I understand that I must abide by the American Counseling Association Code of Ethics (2014) and manage myself as a student and intern in an ethical manner.
3. I understand that my First Amendment Rights do not allow me the option to discriminate against clients with different values than my own and non-discrimination is required of student and professional counselors.
4. The Graduate Student Handbook Outlines the course sequence, projected course offerings, prerequisites, program requirements, student evaluation, remediation and retention procedures.
5. I understand that my performance in the Counselor Education and Supervision program at the University of Memphis will be evaluated on academic, professional and clinical/experiential skills components. The specific methods of evaluation for each individual course will be covered by the instructor of that course. A Professional Performance Evaluation will be integrated throughout the curriculum. In addition, students will continuously be evaluated throughout their degree program by faculty in the following (CHORIS) domains:

***Commitment***

Demonstrates engagement in and dedication to the learning process, the counseling profession, and the development of counseling skills and knowledge. Completes tasks by scheduled deadlines, meets program and site expectations, and takes initiative in program and site activities.

***Humility***

Demonstrates commitment to self-critique regarding own counseling skills, ability, and knowledge with a recognition that professional growth is a lifelong process. Embraces an attitude of curiosity and acceptance of others' cultural beliefs, identities, and values.

***Openness***

Demonstrates an interest in learning, growing, and changing behavior. Receives and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors.

***Respect***

Demonstrates an ability to collaborate with colleagues and supervisors in the pursuit of a shared goal and understanding. Recognizes role and maintains core conditions when navigating challenging or conflictual situations. Communicates with colleagues and supervisors effectively and appropriately.

***Integrity***

Demonstrates professional behavior with others, including maturity and honesty within all professional interactions. Takes responsibility for own professional behavior during challenging circumstances, including providing an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. Accepts mistakes and avoids placing blame on others. Adheres to professional and ethical guidelines for the counseling profession.

***Self-awareness***

Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Actively pursues learning about self in relationship to the world around them. Implements professional self-care strategies to optimize wellness, mitigate personal concerns, and prevent burnout that may impact clients and counselor competency.

6. I understand that the Counselor Education and Supervision Program encourages self-growth and requires participation in experientially based courses. Courses requiring self-growth/experiential and professional competence components are integrated throughout the curriculum. Self-

disclosure will not be used as a basis for grading, however, should I disclose information indicating impairment or the potential for harm to clients, I may be required to obtain assistance or remediation, and/or terminate my enrollment in the program. Openness to participation and self-exploration in experiential work is required.

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

#### Informed Consent

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

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

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

\_\_\_\_\_  
Date

## Appendix B

### Counselor Education and Supervision Ph.D. Program Coursework Requirements

#### Academic Year 2024-2025

**Core Counseling Courses (24 credit hours).** All courses are required. Requirements for prerequisites are based upon previous relevant coursework and Advisor recommendations.

Course	Title (Full-time sequence)	Credit Hours
COUN 8501	Doctoral Seminar in Counseling (First year, fall semester)	3
COUN 8510	Counselor Supervision (Second year, fall semester)	3
COUN 8511	Practicum in Counseling (First year, spring semester)	3
COUN 8512	Teaching in Counselor Education	3
COUN 8530	Doctoral Intern in Counseling	6
COUN 8831	Advanced Group Processes (First year, fall semester)	3
COUN 8841	Advanced Counseling Theories & Techniques	3

**Multicultural, Diversity, and Special Population Issues in Counseling (3 credit hours).** You must take a special topics course with a multicultural and diversity component. Students may take one of the following or select another elective for approval by doctoral coordinators (please send course syllabus to Drs. Burgess & Greenidge for approval.)

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

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

Course	Title	Credit Hours
EDPR 8511	Measurement and Evaluation	3
EDPR 8541	Statistical Methods I (Students must earn a B or higher to progress into Stats II)	3
EDPR 8542	Statistical Methods II	3

EDPR 8561	Introduction to Qualitative Research	3
COUN 8502	Counseling Residency Research Seminar	3
CPSY 8203	Seminar in Counseling/Counseling Psychology Research	3

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

Course	Title	Credit Hours
COUN TBD	TBD	3
COUN TBD	TBD	3

**Dissertation (9 credit hours minimum).**

Course	Title	Credit Hours
COUN 9000	Dissertation	9



## Appendix C

### Sample Doctoral Course Sequence (full-time, year-round)

Fall Semester		
Course	Title	Credit Hours
COUN 8501	Doctoral Seminar	3
COUN 8831	Advanced Group	3
EDPR 8541	Stats I	3
Additional Tasks: Complete program of study Create advisory committee Apply for practicum		

Spring Semester		
Course	Title	Credit Hours
COUN 8511	Practicum in Counseling	3
COUN 8512	Teaching in Counselor Ed	3
EDPR 8511	Measurement and Eval	3
Additional Tasks: Submit proposal for professional conference (optional)		

Summer Semester		
Course	Title	Credit Hours
COUN ____	Elective	3
EDPR 8561	Intro to Qualitative Research	3
Additional Tasks: Prepare for residency research study by streamlining research agenda		

Fall Semester		
Course	Title	Credit Hours
COUN 8510	Counselor Supervision	3
COUN 8502	Counseling Residency	3
COUN ____	Multicultural Course	3
Additional Tasks: Apply for internship Begin building dissertation committee		

Spring Semester		
Course	Title	Credit Hours
EDPR 8542	Stats II	3
COUN 8841	Advanced Theories	3
COUN 8530	Internship	3
Additional Tasks: Doctoral comprehensive exams		

Apply for dissertation grant (optional)  
Submit proposal for conference presentation (optional)

Summer Semester		
Course	Title	Credit Hours
COUN 8530	Internship	3
COUN _____	Elective	3
Additional Tasks: Finalize dissertation committee Prepare for job search		

Fall Semester		
Course	Title	Credit Hours
CPSY 8203	Seminar Counseling Research	3
COUN 9000	Dissertation	6
Additional Tasks: Dissertation prospectus Begin job search		

Spring Semester		
Course	Title	Credit Hours
COUN 9000	Dissertation	3
Additional Tasks: Dissertation defense Apply for graduation		

## COUNSELOR ED & SUPERVISION

# PHD TIMELINE

### ACCEPTANCE

- Register for courses
- Attend new student orientation
- Prepare for first semester and graduate assistantship, as applicable

### ADVISORY COMMITTEE

- During first semester, you will meet with your advisor to develop a Program of Study and create an initial Advisory Committee

### COURSEWORK

- 60 credit hours of coursework (core courses, research requirements, electives, and dissertation credit hours)
- Please verify pre-requisites for comps exam, dissertation, etc.

### PRE- DISSERTATION PROJECT

- Student-led research study
- Proposal submitted in COUN 8502
- May conduct study during internship
- Under supervision of advisor, you will submit a manuscript or conference presentation prior to dissertation prospectus

## COMPREHENSIVE EXAMS

- Written/oral exams on five content areas (research, supervision, theories, group, and teaching)
- Pre-reqs: Advisor approval, COUN 8502, and either all core courses OR 45 credit hours

## DISSERTATION PROSPECTUS

- Develop a capstone research study under supervision of your Chair
- Doctoral candidates will propose the first three chapters of their dissertation (introduction, lit review, and methodology) in a formal 20-30 minute presentation and answer questions

## RESEARCH PROCESS

- After successful dissertation prospectus, you will submit an IRB application (as applicable) and conduct your study
- Please allow considerable time for data collection, analysis, writing, reviewing/editing, and incorporating committee feedback

## DISSERTATION DEFENSE

- Upon approval by Chair, you will provide final five-chapter dissertation to committee in advance of 40 minute formal presentation
- You will answer questions and committee will deliberate to determine results
- Successful dissertation defense leads to graduation

For more details on each milestone, please refer to the handbook and/or email doc coordinators