

Virginia Commonwealth University



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

School of Education

Department of Counseling and Special Education
Ph.D. in Education Track in Counselor Education
and Supervision

Procedural Information and Guidelines

August 2023

INTRODUCTION

Welcome to the Doctoral Program in Counselor Education and Supervision at Virginia Commonwealth University. This Handbook is important to understanding expectations in the doctoral program. It includes explanations of program policies and procedures, and introduces you to services and useful information to assist you as you progress through the program.

The Handbook does not repeat information contained in the Ph.D. Student Handbook for the VCU School of Education. Information needed as a graduate student in our program is contained in all relevant publications and should be all be read and referred to during your program. The VCU School of Education Ph.D. Student Handbook and Counselor Education and Supervision Doctoral Student Handbook are both available on the website.

Although both handbooks provide very helpful information, we encourage you to make personal contact with the Counselor Education and Supervision Doctoral Program Coordinator to plan your program and answer any questions. All Counselor Education Department program faculty are willing to answer your questions and look forward to your interaction as a future colleague in counselor education.

Diversity and Inclusion

The VCU counselor education program wants to affirm our commitment to diversity, equity, and belonging. We believe that this program is better because of all the various identities you bring to it, and all the visible and invisible qualities that make you who you are (e.g., immigration status, country or origin and/or citizenship, race, ethnicity, religious affiliation, gender/sex, gender identity, sexual affiliation, age, or dis/ability). We hope to make this program an inclusive space that celebrates diversity and strives for justice and equity for all. At VCU we believe that diversity drives excellence and enriches us. We hope that as a member of this community you know that we value your unique perspectives, that you belong here, and that we will do what we can to make this a safe place for you to grow and develop.

Land Acknowledgement

The VCU campus is located on the traditional, ancestral homelands of Indigenous and tribal nations. We would like to acknowledge the traditional custodians of the land we will meet and learn on, the Powhatan Confederacy, and pay respect to their elders past, present, and emerging. To learn more please visit: https://www.worldhistory.org/Powhatan_Confederacy/

We acknowledge the genocide and systems of oppression that have dispossessed Indigenous people of their lands and we honor and respect the diverse and beautiful peoples still connected to this land.

A land acknowledgement is a critical first step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands. For more information about honoring native land see these two resources: <https://native-land.ca/> and <https://usdac.us/nativeland>

Table of Contents

Description of the VCU Counselor Education & Supervision Program	4
VCU Counselor Education Faculty	5
Counselor Education and Supervision Doctoral Program Mission	6
Program Objectives and Goals	6
Admission Requirements and Procedures	7
Student Recruitment Policy	7
Counselor Education Doctoral Program Orientation and Advising	9
Doctoral Student Responsibilities	9
Counselor Education and Supervision Doctoral Program Coursework	11
Counselor Education and Supervision Course Descriptions	12
Educational Foundations Course Descriptions	13
Research Methods and Design Course Descriptions	14
Externship Course Description	14
Dissertation Description	15
Curriculum Schedule for Full-time Student	16
Curriculum Schedule for Part-time Student	17
Review and Remediation Process of Students	18
Additional Program Requirements	19
A. Completion of 1 st Year Review and Qualifying Assessment	20
B. Dissertation Committee Selection	23
C. Program of Study Forms	24
D. Counselor Education and Supervision Comprehensive Examination	24
E. Continuous Enrollment	25
F. Counseling and Other Related Student Activities	25
1. Liability Insurance for Supervised Counseling Activities	26
2. Non-supervised Counseling Activities of Graduate Students	26
G. Program Time Limits	26
H. Grade Point Average and Course Grade Requirements	26
I. Appeals	27
J. Counselor Education Program Endorsement Policy	27
K. Doctoral Student Counseling Support	28
Student Organizations	28
1. Omega Lambda Iota Chapter of Chi Sigma Iota	28
2. Counselor Education Student Networking Association	29
3. Student Affairs Networking Association	29
Professional Counseling Organizations	29
Financial Aid, Scholarships, and Graduate Assistantships	30
Appendices	31
Appendix A: Criteria for Professional Performance Evaluation	31
Appendix B: Notification of Professional Performance Concern	35
Appendix C: Student Program Plan of Study Form	37
Appendix D: Written Comprehensive Exam Evaluation Rubric	38
Appendix E: Student Acknowledgement of Receipt of Handbook	46

COUNSELOR EDUCATION AND SUPERVISION (CES) DOCTORAL PROGRAM DESCRIPTION

Virginia Commonwealth University offers the Ph.D. Degree in Education with a concentration in Counselor Education and Supervision. It is a 60-credit hour CACREP-accredited (Council for the Accreditation of Counseling and Related Education Programs) program. The program emphasizes the training of professional counselor educators and counselors who will function in a wide variety of settings and who will have competence in teaching, research, supervision, leadership, and advocacy. Program objectives are centered on a primary goal, which is the education of outstanding counselor educators prepared to assume leadership roles in multicultural settings that provide supervision, instruction and scholarship.

The majority of counselor educators work in educational settings such as colleges, universities and schools. In addition, counselor educators may work in administrative or supervisory capacities in mental health agencies and other human services agencies. The counselor educators' role in these settings varies, but professional activities include researching in the counseling field, program evaluation, teaching graduate students in counseling, supervising counselors and/or counseling students, and providing service to professional organizations, academia, and schools or community agencies. All of these roles are built around a foundation of counseling skills as a master's degree practitioner.

The primary objective of the doctoral program is to enable students to develop specific areas of expertise that will prepare them for additional employment and leadership/advocacy roles in the counseling profession. It is expected that students will develop a research agenda and a potential for scholarly publication. Students are also encouraged to evaluate their own specific needs and to take advantage of available resources for professional and personal development. For example, a student with a master's degree but is not a licensed professional counselor (LPC) may wish to complete required coursework, licensure tests, and begin supervised licensed practice to fulfill this need.

All students will become familiar with the 2016 Council for Counseling and Related Educational Program entry-level and doctoral standards and evaluation processes. Additionally, all doctoral students will become knowledgeable of the eight CACREP Core Standards and able to teach in these areas, including:

- 1-Professional Counseling Orientation and Ethical Practice
- 2-Social and Cultural Diversity
- 3-Human Growth and Development
- 4-Career Development
- 5-Counseling and Helping Relationships
- 6-Group Counseling and Group Work
- 7-Assessment and Testing
- 8-Research and Program Evaluation

VCU COUNSELOR EDUCATION FACULTY

T’Airra Belcher Assistant Professor

Research interests: Cultural Competency, Interprofessional Collaboration, Diversity, Equity, and Inclusion in Pedagogy, Inclusive Counseling Practices

Abigail H. Conley, Ph.D. Associate Professor, College Counseling and Student Affairs Coordinator, Counselor Education Program Coordinator

Research interests: Interpersonal violence survivorship and healing, spiritual diversity and spiritual development, stereotype threat and underrepresentation in STEM fields, and best practices in program evaluation and research methodology

Donna Dockery, Ph.D. Associate Professor, School Counseling and Clinical Coordinator

Research interests: Supporting historically underserved students, psychosocial needs of gifted adolescents, multicultural counseling and social justice, effective counselor education

Donna M. Gibson, Ph.D. Professor

Research interests: Professional identity development of counselors-in-training, doctoral students, practicing counselors, and counselor educators as well as leadership development in counselors and counseling leaders

Daniel Gutierrez, Ph.D. Associate Professor

Research interests: Cross-cultural evidence-based mental health practices for working with marginalized populations in their communities, the process of thriving in response to significant adversity and chronic stress, and contemplative practices and spirituality as a catalyst for self and social transformation.

Kaitlin Hinchey, Ph.D. Assistant Professor

Research interests: Social Comparison, Comparison Orientation, and Student Self-Efficacy; Family Counseling, MFT Development and Family Therapy Conceptualization; Latinx Mental Health, Bilingual Counselor Preparation and Service Accessibility

Thomas Mitchell, Ph.D. Assistant Professor

Research interests: leadership development, school counselor leadership, and education legislation/policy that impacts marginalized students and families or mental health supports in schools.

Patrick Mullen, Ph.D. Department Chair

Research interests: School counseling, counselor education and supervision, professional well-being, and alternative education programs

Naomi Wheeler, Ph.D. Associate Professor, Couples and Family Counseling Coordinator, Counselor Education Doctoral Program Coordinator

Research interests: childhood adversity/trauma and resilience, couple and relationship distress, relationship health equity, health disparities and psychoneuroimmunology

MISSION STATEMENT

The mission of the Ph.D. in Education program in the Department of Counseling and Special Education at Virginia Commonwealth University is to prepare critically reflective counselor educators, counselor supervisors, scholars, and leaders in the counseling profession. With a focus on leadership and advocacy, students graduate with knowledge and application of advanced counseling and crisis theories, supervision theories, pedagogical theories, research methodology and measurement skills, and program evaluation. Their professional identity as a professional counselor acts as a foundation in their development as a counselor educator and supervisor.

PROGRAM OBJECTIVES AND GOALS

- A. Students Will Demonstrate Professional Leadership and Identity Through Curricular and Co-Curricular Experiences
1. Students will become members of relevant professional organizations and demonstrate knowledge regarding professional affiliations and accreditation standards.
 2. Students will show evidence of knowledge of ethical and legal issues in counselor education.
 3. Students will demonstrate leadership within the classroom through dispositional behavior that is consistent with a reflective leader. When applicable, serving in local, state, regional, and/or national leadership positions related to professional counseling is expected of students.
- B. Students Will Learn and Apply Teaching Theory and Demonstrate this Knowledge in Professional Teaching Experiences
1. Students will develop and administer lesson plans in a classroom setting.
 2. Students will be able to deliver workshops and trainings.
 3. Students will design syllabi for a variety of counselor education courses.
 4. Students will demonstrate knowledge of advanced counseling theory and techniques.
 5. Students will show knowledge of and utilize technology in the classroom.
 6. Students will develop, implement, and analyze results of measures of student learning outcomes specific to counselor education courses.
 7. Students will develop a teaching philosophy based on theories, research, and practice.
 8. Students will demonstrate adherence to appropriate ethical codes related to counselor education (i.e., ACA).
- C. Students Will Learn and Apply Advanced Counseling Theories and Demonstrate this Knowledge and Skills through Professional Counseling Practice
1. Students will show evidence of knowledge of methods and models of appraisal, utilizing advanced counseling theories.
 2. Students will develop and demonstrate a personal theory of counseling that evolves from counseling practice.
 3. Students will show evidence of the ability to (a) assess clients, (b) diagnose and treat clients in individual, group, and/or couples/family counseling sessions, and (c) provide consultation.
 4. Students will provide videotape or other evidence of action counseling sessions, which demonstrate the ability to work with clients from a variety of developmental levels and cultural backgrounds.

5. Students will demonstrate adherence to appropriate ethical codes of counseling (i.e., ACA, ASCA, IAMFC).
- D. Students Will Learn and Apply Supervision Theories and Demonstrate this Knowledge and Skills through Professional Supervision Practice
1. Students will demonstrate knowledge in the theories, techniques and ethics of supervision.
 2. Students will show evidence of the ability to supervise counselors in training in group, individual and family counseling.
 3. Students will demonstrate the ability to supervise individuals from different, cultural, ethnic, racial, backgrounds and with differing world views, sexual orientation, and religious/spiritual beliefs.
 4. Students will develop a supervision philosophy based on theories, research, and ethics.
- E. Students Will Learn Research Methods and Design and Demonstrate this Knowledge through Application in Supervised Settings
1. Students will show knowledge of and the ability to conduct qualitative research projects relevant to counselor education.
 2. Students will show knowledge of and the ability to conduct quantitative research projects relevant to counselor education.
 3. Students will show knowledge of and the ability to conduct program evaluation relevant to counselor education.
 4. Students will demonstrate ethical conduct in research.
- F. Students Will Continue to Gain Multicultural Competence and Demonstrate this Through Advocacy and Social Justice
1. Students will demonstrate the ability to work effectively in a counseling setting with clients who are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific cultural differences.
 2. Students will demonstrate the ability to focus attention to individual and population differences that affect counseling practice that may arise in teaching or supervision including cultural, racial, ethnic, regional, world view, religious, spiritual, or those of sexual orientation.
 3. Students will demonstrate an understanding of social justice theory and apply advocacy competencies in the role of counselor educator.

ADMISSION REQUIREMENTS AND PROCEDURES

The following is specific admissions requirements for acceptance into the doctoral program in Counselor Education.

1. Completion of a master's degree from a CACREP-accredited counseling program or a master's degree in a related field and coursework that meets the CACREP curricular and clinical experiences for entry-level programs are required.
2. At least two years of professional counseling experience is preferred.

3. Three letters of recommendation, including at least one letter from a former professor and one letter from a professional colleague are required.
4. The Department of Counselor Education also requires a writing sample. Applicants should submit a letter of intent that includes:
 - a. Personal and professional short-term and long-term goals;
 - b. Anticipated time frame for completing the degree;
 - c. Anticipated possible challenges in achievement of degree and goals;
 - d. Knowledge, skills, and experience that has prepared candidate to seek degree at this time;
 - e. Current research interests.
5. Current resume/vita.

The VCU School of Education outlines its graduate admissions criteria as follows:

- Admission to all graduate programs is competitive. As part of the application for graduate study, applicants must submit transcripts of all previous undergraduate and graduate coursework. Applicants are expected to have a cumulative GPA of at least 3.4 in their master's level course work.
- Applicants may also submit official scores from the Graduate Record Examination – General Test (GRE). Scores must be no more than 5 years old. The VCU Code for admission testing is 5570. Department codes are not necessary.

To obtain general information about applying for graduate study, or to check on the status of an application, contact the Student Services Center at 804-827-2670 or visit:

<https://soe.vcu.edu/future-students/>

The VCU Graduate School Bulletin provides additional standards for all graduate students. You can view the Bulletin in its entirety on the VCU web site at

<http://bulletin.vcu.edu/graduate/school-education/>.

Once all applications are reviewed by the Counselor Education Program faculty, selected applicants will be invited to interview during the Spring semester. **Applications must be submitted to the Graduate School by January 15th (final) for Fall admission.**

STUDENT RECRUITMENT POLICY

The VCU Department of Counselor Education encourages the recruitment, acceptance, and enrollment of underserved populations. Efforts are made to ensure that the counseling program is diverse in terms of age, gender, ethnicity, race, sexual orientation, socioeconomic status, and disability. Members of underserved populations are encouraged to seek admission to the department.

COUNSELOR EDUCATION DOCTORAL PROGRAM ORIENTATION AND ADVISING

All students accepted into the Counselor Education doctoral program must attend the VCU School of Education Doctoral Program Orientation held at the beginning of the fall semester in the counseling program. It is mandatory that all newly admitted students attend this orientation. Information presented at the orientation will include the following:

1. Type and level of skill acquisition required for successful completion of the program.
2. Subject matter to be covered.
3. Basis for evaluation.
4. Training components that encourage self-growth or self-disclosure as part of the training process.
5. The type of supervision settings and requirements for required practicum and internship experiences.
6. Student and supervisee evaluation and dismissal policies and procedures.
7. Employment prospects for graduates.

Orientation to the program and to the counseling profession is also provided in the Seminar I course (CLED 720), a requirement for all students. In addition to the orientation, all students will be assigned a faculty advisor (Doctoral Program Coordinator) once admitted. Once students choose a dissertation chair, advising responsibilities will be transferred to the student's dissertation chair. Students are responsible for contacting their advisor at least once each semester while enrolled at which time advisors will provide students with information about academic (i.e., student learning outcomes, key assessments) and non-academic (i.e., student performance review and faculty feedback) indicators of their progress. Advisors may also contact students if additional meetings are required. **Students are responsible for keeping copies of all syllabi that may be needed for future licensure/certification applications and when pursuing additional graduate studies or employment.**

DOCTORAL STUDENTS' RESPONSIBILITIES

Doctoral students collaborate with program faculty in teaching, supervision, counseling practice, research, professional writing, and service to the profession and the public.

Doctoral students collaborate with faculty in the following ways:

1. Students are required to co-teach or teach (under supervision) master's level courses in counselor education.
2. Students are required to supervise master's level students in practicum. Program faculty supervise doctoral students.
3. Students are required to demonstrate their counseling skills by counseling live clients in an advanced practicum class.
4. All students are encouraged to work with program faculty on various research projects, with a 3-credit hour research internship required.
5. Throughout coursework and research experiences, students are encouraged to write and submit publishable research papers both individually and in collaboration with program faculty.

6. During the program, students are required to submit presentation proposals and make one presentation at a state, regional, or national conference. Students are encouraged to attend and present at many of these conferences, and are frequently co-presenters with faculty. In addition, students are encouraged to provide service to the local community by offering in-service trainings at schools or workshops at local agencies.
7. All independent studies need to be approved by the student's advisor and should not be used in lieu of program and/or SOE doctoral program requirements. These studies should be used to enhance the dissertation study preparation.

Doctoral students participate in professional organizations and associations including the American Counseling Association (ACA), its branches and divisions, appropriate to their career goals. In addition, students are encouraged to seek appropriate credentials.

An important aspect of professional identity is viewing oneself as part of the professional community, including professional counseling organizations. Students often present programs at conferences sponsored by the organizations individually or in collaboration with program faculty. Students may apply for support to the VCU Graduate School Office for support to present at conferences.

Students are encouraged to join the American Counseling Association and other divisions appropriate to their goals. They are encouraged to seek out leadership roles in these divisions, and program faculty are instrumental in helping students find leadership positions.

Students are encouraged to seek state licensure as a (LPC) or as a school counselor, as applicable. In addition, they are encouraged to be certified as a National Certified Counselor (or other appropriate certification from NBCC), and to see other certifications that are appropriate to their career goals.

In addition to these professional responsibilities and doctoral student development objectives, the follow are program-specific responsibilities:

First Year Doctoral Students:

1. Consult with Counselor Education Clinical Coordinator to plan advanced practicum placement and complete practicum.
2. Assist with master's program and doctoral program admission interview processes.
3. Seek out research opportunities with counselor education faculty. Complete online CITI training required for Institutional Review Board (IRB).

Second Year Doctoral Students:

1. Assist with master's program and doctoral program admission interview processes.
2. Apply for qualifying assessment, if applicable.
3. Apply for CES comprehensive exam, if applicable.

Third Year Doctoral Students:

1. Assist with master's program and doctoral program admission interview processes.

COURSEWORK

Pre-requisites:

CACREP-Accredited Master's Program Coursework
STAT 508 or equivalent

Core Counseling Courses:

CLED 720 – Counselor Education Doctoral Seminar I
CLED 721 – Counselor Education Doctoral Seminar II
CLED 730 – Advanced Counseling Theories & Practicum
CLED 740 – Counseling Supervision
CLED 750 – Advanced Group Counseling
CLED 770 – Advanced Leadership in Social Justice and Advocacy in Counselor Education
CLED 810 – Counselor Education Doctoral Internship in Teaching and Supervision (6 credits)
CLED 811 – Counselor Education Doctoral Internship in Research (3 credits)

Foundations Courses:

EDUS 702 – Foundations of Educational Research and Doctoral Scholarship I
EDUS 703 – Foundations of Educational Research and Doctoral Scholarship II

Research Courses:

STAT 608 – Statistics for Social Research
EDUS 710 – Educational Research Design
EDUS 711 – Qualitative Methods and Analysis
Research elective (6 credits)
EDUC 797 – Directed Research

Dissertation:

EDUS 890 – Dissertation Seminar (may be waived)
EDUS 899 – Dissertation (minimum of 6 semester hours with EDUS 890; 9 hours without EDUS 890)

Co-Curricular Activities

All students in the Counselor Education and Supervision doctoral program will participate in required co-curricular activities designed to address specific CACREP standards. These activities include attending counselor education and supervision conferences, submitting proposals for professional conferences, presenting at professional conferences, involvement in faculty research, submitting manuscripts for publication, involvement in grant activities, co-teaching with program faculty, supervising master's level students, and participating in professional service activities.

CES DOCTORAL PROGRAM COURSE DESCRIPTIONS

CLED 720 – Counselor Education Doctoral Seminar I

Semester course, 3 lecture hours, 3 credits

Theories and skills of leadership, advocacy models, advocacy action planning, and social change theories. Models and methods of program evaluation are examined and evaluations designed and implemented as part of leadership and advocacy efforts. Students demonstrate the ability to provide or contribute to leadership efforts of professional organizations/ programs and to advocate for the counseling profession and its clientele.

Course restrictions: Admission to Counselor Education track of the Ph.D. in Education program.

CLED 721 – Counselor Education Doctoral Seminar II

Semester course, 3 lecture hours, 3 credits

Instructional theory, counselor education methods and multicultural pedagogy, and the roles, responsibilities, and activities of counselor educators. Students demonstrate course design, delivery, and evaluation methods. Students also develop their professional writing skills and demonstrate the ability to write for journals, newsletters, presentation proposals, and grant proposals related to the teaching and training of counselors.

Course restrictions: Admission to Counselor Education track of the Ph.D. in Education program.

CLED 730 – Advanced Counseling Theories & Practicum

Semester course, 3 lecture hours, 100 on-site hours, 4 credits

Theories pertaining to the principles and practice of counseling, systems work, consultation, and responding to crises, disasters, and other trauma causing events. Students demonstrate, at an advanced level, effective application of multiple counseling theories and interventions across diverse populations and settings, and advanced case conceptualization. This course includes a supervised 100-hour doctoral-level practicum.

Course restrictions: Admission to Counselor Education track of the Ph.D. in Education program.

Pre- or Co-requisite: CLED 720

CLED 740 – Counseling Supervision

Semester course, 3 lecture hours, 3 credits

Purposes, theoretical frameworks, models, roles of relationships, and practices of counselor/ clinical supervision. Students develop and demonstrate the application of theory and skills of clinical supervision as they refine their personal style of supervision.

Prerequisites: CLED 720, CLED 730

Course restrictions: Admission to Counselor Education track of the Ph.D. in Education program.

CLED 750 – Advanced Group Counseling

Semester course, 3 lecture hours, 3 credits

Therapeutic factors of group work, theories of group work, including group counseling, evaluation of group work, group leadership characteristics, styles, and behaviors. Students will demonstrate advanced group work skills and the ability to evaluate group climate, group leadership, group process, and group outcomes.

Prerequisites: CLED 720, CLED 730

Course restrictions: Admission to Counselor Education track of the Ph.D. in Education program.

CLED 770 – Advanced Leadership in Social Justice and Advocacy for Counselor Educators

Semester course, 3 lecture hours, 3 credits

An overview of social justice frameworks in U.S. educational, community and agency settings, emphasizing theoretical approaches, social change and advocacy important to counselor educators, counseling leaders and other helping professionals. Focus will include engaging in social justice activism through implementing a community-based project in counseling or a related field, with impact at the individual, institution, policy and/or political levels.

Prerequisites: None

Course restrictions: Enrollment is restricted to students admitted to the counselor education and supervision track of the Ph.D. in Education program or requires permission of the instructor.

CLED 810 – Counselor Education Doctoral Internship in Teaching and Supervision

Semester course, 3 lecture hours, 6 credits total

Supervised experiences in counselor education and supervision (e.g., clinical practice, supervision, research, and/or teaching). Internship is at the discretion and approval of the doctoral advisor and is based on student experience, training, and career goals. The setting, goals, site supervisor, and plan for the internship must be approved by the doctoral advisor. Students receive weekly supervision from their site supervisor and group supervision from a counselor education faculty member.

Prerequisite: None

Course restrictions: Admission to Counselor Education track of the Ph.D. in Education program. 1 3-credit course will be assigned for the doctoral student to teach under supervision.

CLED 811 – Counselor Education Doctoral Internship in Research

Semester course, 3 lecture hours, 3 credits

Supervised research experiences in counselor education and supervision. Internship is at the discretion and approval of the doctoral adviser and is based on student experience, training and career goals. The setting, goals, site supervisor and plan for the internship must be approved by the doctoral adviser. Students receive weekly supervision from their site supervisor and group supervision from a counselor education faculty member.

Prerequisites: Restricted to students admitted to counselor education concentration of the Ph.D. in Education program.

Course restrictions: Admission to Counselor Education track of the Ph.D. in Education program. 1 3-credit course of research experience is required to be completed under supervision of counselor education faculty.

EDUCATIONAL FOUNDATIONS COURSE DESCRIPTIONS

EDUS 702 Foundations of Educational Research and Doctoral Scholarship I

Semester course, 3 lecture hours, 3 credits

This interdisciplinary seminar is the first part of a two-semester sequence. Students will learn about the nature of scholarly inquiry and the worth of situating research within its wider social and political contexts. Course will deal with limitations of knowledge and knowing and aid students in understanding major themes in the field of epistemology. Emphasis will be given to the nature and structure of knowledge and evidence, justification of beliefs, beliefs about "truth,"

naturalized epistemology and the role of skepticism in inquiry and advanced study. EDUS 702 and 703 are continuous courses.

EDUS 703 Foundations of Educational Research and Doctoral Scholarship II

Semester course, 3 lecture hours, 3 credits

This interdisciplinary semester is the second part of a two-semester sequence. Students will deepen their understanding of scientific inquiry and apply an understanding of epistemology to a critical analysis of various philosophies of research and paradigms that exist (e.g.: positivism, constructivism, etc.). Emphasis will be placed on the relationships among research, politics, policy and ethics. Examples will be drawn from research on urban issues and deal with issues such as race, class and gender in education. EDUS 702 and 703 are continuous courses.

Prerequisite: EDUS 702

RESEARCH METHODS AND DESIGN COURSE DESCRIPTIONS

****APPROVED INTRODUCTION TO STATISTICS CLASS IS REQUIRED****

STAT 508/EDUS 508 Introduction to Social Statistics

Semester course, 2 lecture and 2 laboratory hours, 3 credits.

Introduction to statistical methods applicable in a variety of settings, with emphasis on nonexperimental data. Data description and analysis including chi-square and t-tests, using a statistical computing package.

STAT 608/EDUS 608 Statistics for Social Research

Semester course, 2 lecture and 2 laboratory hours, 3 credits.

Statistical methods applied in social research. Topics include analysis of variance, correlation and regression, including stepwise methods, and the analysis of discrete data. Study of a statistical package, emphasizing manipulation of survey data sets.

Prerequisite: STAT/SOCY 508 or SOCY 214 or permission of instructor.

EDUS 710 Educational Research Design

Semester course, 3 lecture hours, 3 credits.

An examination of research designs and concepts commonly utilized in conducting research in applied educational settings. Fundamental principles of research are extended to cover such topics as quasi-experimental, multivariate and qualitative research design.

Prerequisites: graduate-level statistics course, and EDUS 660 or equivalent, or permission of instructor.

EDUS 711 Qualitative Methods and Analysis

Semester course, 3 lecture hours, 3 credits.

Examines qualitative research designs and inductive analysis, including research traditions, problems formulation in fieldwork, purposeful sampling, interactive data collection strategies, research reliability and validity. An interdisciplinary approach is used. Students conduct a small field study in their specialization.

Prerequisites: graduate-level statistics course, and EDUS 660 or equivalent, or permission of instructor.

EDUC 797 Directed Research

Semester course, 3 lecture hours, 3 credits.

Enrollment restricted to students who have completed first-year Ph.D. courses in education or by permission of program director. The course provides doctoral students the opportunity to do hands-on research prior to the dissertation project that is relevant to their substantive area or individual learning needs. The topic and specific project will be initiated by the student and implemented in collaboration with a School of Education faculty member. A proposal for a directed research course must be submitted that specifies how the student will gain experience, knowledge and skills in one or more aspects of conducting a research project. Graded S/U/F.

****APPROVED RESEARCH ELECTIVE MUST BE COMPLETED, SUCH AS:**

CLED 815. Transdisciplinary Research in the Study of Mental Health and Wellness.

EDUS 658. Community-Based Action Research for Education Stakeholders.

EDUS 661 Educational Evaluation: Models and Designs

EDUS 662. Educational Measurement and Evaluation

EDUS 663. Applied Multivariate Statistics in Education

EDUS 664. Multilevel Modeling in Education.

EDUS 667. Applied Structural Equation Modeling in Education.

EDUS 712. Mixed Methods Research.

EDUS 713. Critical Methods in Educational Research for Justice and Equity.

EDUS 714. Qualitative Data Analysis.

SEDP 708. Grant Writing in Special Education and Other Social Sciences.

SEDP 709. Literature Reviews in Special Education and Other Social Sciences.

SEDP 711. Doctoral Seminar in Single Subject Design.

DISSERTATION DESCRIPTION**EDUS 890 Dissertation Seminar ***

Semester course, 3 lecture hours, 3 credits.

Designed to develop and refine the skills applicable to the preparation of an acceptable draft of a dissertation prospectus.

Prerequisite: submission of a concept paper; permission of director of doctoral studies.

*This course may be waived with approval from dissertation chair.

EDUS 899 Dissertation Research

Semester course, variable hours, variable credit. May be repeated. A minimum of 6 semester hours required. Prerequisite: Successful completion of comprehensive examinations and approval of student's doctoral prospectus. Dissertation work under direction of dissertation committee. Graded as S/U/F.

CURRICULUM FOR THE Ph.D. PROGRAM IN COUNSELOR EDUCATION AND SUPERVISION (FULL-TIME STUDENT SCHEDULE)

***PREREQUISITE OR SUMMER**

STAT 508 Introduction to Social Statistics (or equivalent)

EDUC 660 Introduction to Research (or equivalent)

Fall Semester Year One Semester Hours

CLED 720 Doctoral Seminar I 3 hours

CLED 730 Advanced Theories and Practicum 3 hours

EDUS 608 Statistics for Social Research 3 hours

EDUS 702 Foundations of Educational Research I 3 hours

Spring Semester Year One Semester Hours

CLED 721 Doctoral Seminar II 3 hours

CLED 740 Counseling Supervision 3 hours

EDUS 703 Foundations of Educational Research II 3 hours

EDUS 710 Educational Research Design 3 hours

Summer Semester Year One Semester Hours

CLED 811 Doctoral Internship-Research 3 hour

SOE Qualifying Assessment and Program first year review

Fall Semester Year Two Semester Hours

CLED 810 Doctoral Internship-Supervision of Practicum 3 hours

CLED 810 Doctoral Internship-Teaching 3 hours

EDUS 711 Qualitative Methods and Analysis 3 hours

Research Elective 3 hours

Spring Semester Year Two Semester Hours

CLED 750 Advanced Group Counseling 3 hours

CLED 770 Adv Leadership in Social Justice and Advocacy 3 hours

Research Elective 3 hours

EDUS 890 Dissertation Seminar 3 hours

Counselor Education and Supervision Comprehensive Exam

Summer Semester Year One Semester Hours

EDUC 797 Directed Research 3 hour

Fall Semester Year Three Semester Hours

EDUS 899 Dissertation 3 hours

Spring Semester Year Three Semester Hours

EDUS 899 Dissertation 3 hours

CURRICULUM FOR THE Ph.D. PROGRAM IN COUNSELOR EDUCATION AND SUPERVISION (PART-TIME STUDENT SCHEDULE)

*PREREQUISITE OR SUMMER

STAT 508 Introduction to Social Statistics (or equivalent)

EDUC 660 Introduction to Research (or equivalent)

Fall Semester Year One Semester Hours

CLED 720 Doctoral Seminar I 3 hours

CLED 730 Advanced Theories and Practicum 3 hours

Spring Semester Year One Semester Hours

CLED 721 Doctoral Seminar II 3 hours

CLED 740 Counseling Supervision 3 hours

Summer Semester Year One Semester Hours

CLED 811 Doctoral Internship-Research 3 hour

*Program first year review

Fall Semester Year Two Semester Hours

CLED 810 Doctoral Internship-Teaching 3 hours

CLED 810 Doctoral Internship-Supervision of Practicum 3 hours

EDUS 608 Statistics for Social Research 3 hours

Spring Semester Year Two Semester Hours

CLED 750 Advanced Group Counseling 3 hours

CLED 770 Adv Leadership in Social Justice and Advocacy 3 hours

EDUS 702 Foundations of Educational Research I 3 hours

Summer Semester Year Two Semester Hours

EDUS 703 Foundations of Educational Research II 3 hours

Fall Semester Year Three Semester Hours

EDUS 711 Qualitative Methods and Analysis 3 hours

Research Elective 3 hours

Spring Semester Year Three Semester Hours

EDUS 710 Educational Research Design 3 hours

Research Elective 3 hours

SOE Qualifying Assessment

Summer Semester Year Three Semester Hours

EDUC 797 Directed Research 3 hour

Counselor Education and Supervision Comprehensive Exam

Year Four Semester Hours

EDUS 890 Dissertation Seminar 3 hours

EDUS 899 Dissertation 6 hours

REVIEW AND REMEDIATION PROCESS OF STUDENTS

In addition to meeting the academic standards set forth in the Counselor Education Program within the Department of Counseling and Special Education, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) as well as the additional standards set forth for counseling practice in specific settings (e.g., American School Counselor Association, International Association of Marriage and Family Counselors, Association for Specialists in Group Work (ASGW)). The general and specific ACA standards for ethical practice are listed on the ACA website at <http://www.counseling.org>. At the onset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

Impairment and Lack of Competence

As future professional counselors, the faculty expects students to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally) without **impairment**, to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. For the VCU counselor education program, impairment is indicated when “*students show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process*” (Bemak, Epp, & Keys, 1999, p. 21). Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also selected personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Virginia Commonwealth University Counselor Education Program possess those characteristics sufficiently. This type of monitoring will include: academic progress (via student learning outcomes and counseling skills), impairment (i.e., mental health and behavior) and professional performance. In addition to faculty, site supervisors, and professional staff (i.e., VCU and field experience sites), and fellow students making observations and reporting potential student impairment, students can also self-identify for issues regarding impairment.

The Professional Performance Standards:

Students' fulfillment of ten Professional Performance Standards is reviewed by individual faculty during each class and at the conclusion of each semester by the VCU Counselor Education Program faculty. The Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

The Professional Performance Review Process:

Each Professional Performance Standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Performance Standards Evaluation (**Appendix A**). Students receiving a rating below 3 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The student and the issuing faculty* will meet to discuss the Professional Performance concern(s). The student will be presented with a Notification of Professional Performance Concern (**Appendix B**) that will list the deficient rating(s), provide the issuing faculty's explanation for the ratings and describe the specific remedial actions to be taken to correct each area of professional performance deficiency. If revisions to the remedial plan are made at this meeting, a revised Notification of Professional Performance Concern form will be issued to the student for review and signature within two working days after the meeting. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Professional Performance citation, and a copy shall be forwarded to the student's academic advisor.

- * Note: “issuing faculty” refers either to the individual professor who issues the Notification of Professional Performance Concern or to the academic advisor if the Notification is issued by more than one faculty member.
2. If a student receives more than one Notification of Professional Performance Concern during his/her Program of Study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the issuing faculty and his or her academic advisor in accordance with the procedure described in #1 above. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and academic advisor will consult the full VCU Counselor Education Program Faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. The issuing faculty, the student, and the academic advisor will retain a signed copy of any subsequent revision made to the Notification of Professional Performance Concern.
 3. Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Program without opportunity for student remediation.

Note: All faculty recommendations for denial of a student's continuance in the Counselor Education Program will be forwarded to the Dean of the School of Education with the student retaining the right to appear before the Dean.

The criteria for the professional performance evaluation are included in Appendices A and B.

ADDITIONAL PROGRAM REQUIREMENTS

A. Completion of a First Year Review and Qualifying Assessment.

The first-year review is designed to assess a student's progress towards being a professional counselor educator across the areas of practice, teaching, supervision, and research. The overarching goal of this review is to help students think and reflect critically about their progress in the doctoral program and what next steps need to be taken. For the first-year review, students will meet with the program coordinator to discuss multiple different points of evaluations and feedback across their first year. The products include 1) Personal statement, 2)

Updated vita, 3) Graduate assistantship evaluation(s), 4) Student disposition information, and 5) Select assignments from specific counselor education courses. At the end of the first-year review process, the coordinator: i) approves the student moving forward in the program; ii) recommends remediation in one or more areas; or iii) recommends dismissal from the program.

For full-time enrolled students, the first year review will also include 6) the Qualifying assessment portfolio materials, whereas for part-time enrolled students these will be two separate events and materials will need to be updated from one event to the other. The process and different components of the first year review and qualifying assessment are detailed below. There is a checklist at the end of this document to help with organizing.

1. Personal Statement

Students should include a personal statement that demonstrates the student has reviewed and reflected on their time in the program. This statement should provide information to the committee about the various components of the portfolio, reflect on areas of strengths, areas of improvement, and provide some actionable goals/activities for the future. This statement should be no more than 4 pages using APA style (No title page, abstract, or references needed).

2. Updated Curriculum Vitae

3. Graduate Assistantship Evaluation(s)

Students that have a graduate teaching and/or research assistantship are required to submit a completed evaluation as part of their first-year review portfolio. If there is a specific evaluation used at the site, that can be used. If there is no evaluation form at the site, the attached one can be used.

4. Student Disposition Information

The Coordinator of the Counselor Education and Supervision track will supply any Professional Performance Evaluation Concerns information as part of the first-year review portfolio.

5. Select Assignments from Counselor Education and Practice Courses

The following assignments (with completed rubrics and grade from the faculty member) will be included as part of the portfolio. In addition, the final grade in each course will be supplied.

CLED 720 Seminar I

-Manuscript Paper, Advocacy Assignment

CLED 721 Seminar II

-Teaching Philosophy Statement

CLED 730 Advanced Theory and Practice

-Counseling Theory Statement or Manuscript

CLED 740 Supervision Course

-Supervision Philosophy Statement

CLED 810 Supervision

-Supervision Philosophy revisited (operationalized)

CLED 810 Teaching

-Teaching Philosophy revisited (operationalized)

CLED 770 Advanced Leadership in Social Justice and Advocacy

-Advocacy Project, Newsletter Article

6. Qualifying Assessment Portfolio Materials

The primary purpose of the Qualifying Portfolio Review is to demonstrate knowledge of major research paradigms, philosophical assumptions undergirding research, ethics of research, and the designing and interpretation of quantitative and qualitative empirical methodologies.

Verification of competence will be used as evidence for program. The qualifying assessment has three components: foundations of educational research and doctoral scholarship, quantitative methods, and qualitative methods. The materials to be included in this section will be the class specific rubrics and any narrative feedback from faculty of those classes. The content for each component is based on the following course(s) appropriate to each of the three areas:

Area 1: Foundations of Educational Research

EDUS 702. Foundations of Educational Research and Doctoral Scholarship I

EDUS 703. Foundations of Educational Research and Doctoral Scholarship II

Area 2: Quantitative Methods

EDUS 608. Educational Statistics

EDUS 710. Quantitative Research Design

Area 3: Qualitative Methods

EDUS 711. Qualitative Methods and Analysis

Qualifying Assessment Portfolio Meeting

The qualifying assessment review should include at least two of the three components from the Qualifying Assessment Portfolio in addition to the materials listed above. In order to move forward, the student must satisfactorily meet the requirements for both components, or must agree to complete recommended remedial steps if an area was identified that needed additional work.

This meeting will be made up of the student, the advisor, and one additional member of the Counselor Education faculty. The additional member will be selected by the student and the advisor.

Timing of the meeting shall occur towards the end of the second semester in the program or during the fall semester of their second year. Each committee member will have had the opportunity to review the entire portfolio. The student will come to the meeting prepared to discuss their personal statement, materials in the portfolio, and any goals and activities in the future. Committee members will ask the student to reflect on what was learned, any clarifying questions, and ideas about their future goals and activities. At this time, the committee provides feedback on the submitted materials and discusses any remedial activities that will need to be completed as a contingency for full approval to move forward in the program. At the end of the meeting, the student is excused, and the committee decides on the final recommendations. Each student is informed of his or her status and any recommendations for remediation within one week after the meeting.

Full Completion of the Qualifying Assessment Portfolio

Once a student has completed all three components of the Qualifying Assessment Portfolio, the student will add the remaining component to their portfolio and notify their faculty advisor. The faculty advisor will either: 1) approve the student as passing the Qualifying Assessment if no concerns are noted without a need to convene the first-year review committee; or 2) reconvene the committee to determine if additional remediation is needed and/or dismissal from the program. The same procedures used for the first-year review will be used for this process.

Items Provided by the Student

- Personal Statement
- Updated Curriculum Vitae
- CLED 720 Seminar I Self-evaluation Assignment (Graded)
- CLED 721 Teaching Philosophy Statement (Graded)
- CLED 740 Supervision in Counseling Supervision Philosophy Statement

(Graded) Items Provided by the Advisor/Coordinator

- Graduate Assistantship Evaluations (Optional)
- Student Disposition Information

Rubrics for the following courses (at least 4 of the 5 are needed)

- EDUS 702. Foundations of Educational Research and Doctoral Scholarship I
- EDUS 703. Foundations of Educational Research and Doctoral Scholarship II
- EDUS 608. Educational Statistics
- EDUS 710. Quantitative Research Design
- EDUS 711. Qualitative Methods and Analysis

****Consult the SOE Doctoral Program Handbook for more information.****

B. Dissertation Committee Selection

According to the VCU School of Education Doctoral Handbook, the doctoral student should meet with their advisor to begin the process of selecting a dissertation committee after the student has been awarded continuing doctoral status and by the time the student has completed

27 credit hours in the program. The committee must be selected and names submitted for approval to the Office of Graduate Studies by the end of the semester in which the student completes EDUS 890: Dissertation Seminar. It is highly recommended that students choose dissertation committee members PRIOR to beginning EDUS 890.

See the SOE Doctoral Handbook for specific information on the requirements of the committee composition.

C. Program of Study Form and DegreeWorks

Student and advisor develop a program plan of study (See Appendix C) and submit it to the Office of Graduate Studies during the student's first semester in the program or no later than the semester in which nine credits are earned. Completing it assures that students meet with advisors and take the most important courses required for the qualifying assessment. In addition, it assures that students and advisors have time to explore possibilities for co-curricular activities and mentors. Once the preliminary program of study is completed, both the student and advisor sign it, then the student submits it to the track coordinator for signature and forwarding to the Office of Graduate Studies. The program plan and required coursework are also accessible via DegreeWorks in eServices, which is used as part of the final review of coursework and requirements for advancement to candidacy. The particular plan of study, which may vary from student to student, should be formulated jointly by the student and the doctoral committee/advisor. Although the plan of study may change, students are advised to discuss changes with their advisor in advance to ensure timely and successful completion of program requirements.

D. Counselor Education and Supervision Comprehensive Examination

The VCU Counselor Education Program requires that all students enrolled in the doctoral program must successfully complete a comprehensive written and oral doctoral comprehensive examination prior to proposing a doctoral-level research study as part of the dissertation prospectus and defense process. This exam **will only be completed after** the successful completion of the School of Education Qualifying Assessment. Following the 2016 CACREP doctoral standards, doctoral students are expected to demonstrate mastery of (a) counseling, (b) supervision, (c) teaching, (d) research and scholarship, and (e) leadership and advocacy pertinent to Counselor Education. The Counselor Education Program's Doctoral Comprehensive Examinations are intended to be a fair and rigorous assessment of the student's mastery of important areas of professional knowledge and requires each doctoral student to demonstrate the ability to interpret, apply, analyze, synthesize, evaluate and integrate concepts, ethical principles, policies, research, research design, strategies, techniques, and values derived from his or her graduate preparation, readings and practice.

A counselor education doctoral student's dissertation committee will develop **four (4)** written comprehensive examinations questions. The student's doctoral committee chairperson(s) will provide the doctoral student these four questions at 5 pm on a Friday to be determined by the student and chairperson(s). The student will respond to each of these questions during a two-day weekend. The doctoral student is not allowed to consult with anyone about the questions or responses after receiving the questions and prior to submitting the responses. Violators of this

policy may risk failure of the exam. While the student is in the exam period, he or she can send questions to the chairperson(s) only. Committee members should not be contacted during the exam period.

Following the completion of the student's comprehensive **written** examination response, the student will submit a final copy of their complete exam package to the doctoral committee chairperson by 9 am Monday morning immediately following the weekend designated to write the exam. The chairperson is responsible for distributing the responses to each committee member, who will review and assess the student's answers. This package should be submitted in a timely manner that allows the committee at least two weeks to assess the student's work. If the committee and chairperson are satisfied with the doctoral student's written comprehensive examination response(s), the **oral defense** will proceed on the scheduled date. On the other hand, should the committee and/or chair not be satisfied with the written response(s), they may ask the student to rewrite his or her answer(s) and resubmit his or her responses to the dissertation committee. Should this situation occur, the oral defense date will need to be rescheduled to allow adequate time for the committee to evaluate the re-submitted response(s).

The intent of the doctoral comprehensive examinations is to assess a student's mastery of the primary factors of counselor education (e.g., *research and scholarship* [research design, data collection and analyses, ethical practice and policies], *teaching* [e.g., theories of learning and teaching, research relating to counselor development and learning, and accountability], *supervision* [e.g., theories and models of supervision, research relating to counselor supervision and development], *counseling practice* [e.g., theories of counseling, research relating to counselor effectiveness with diverse clients in various settings], and *leadership and advocacy in counselor education* [e.g., leadership and advocacy models that are applicable to individual, system, and political levels within counselor education]). Note: The area of counseling practice will be integrated with Leadership and Advocacy. Additionally, the doctoral comprehensive examinations serve as a gate-keeping role to evaluate a student's overall readiness to proceed in developing a dissertation prospectus. **Rubric for Written Comprehensive Exam is included in Appendix D. This exam is coordinated between the doctoral student and the student's doctoral advisor.**

E. Continuous Enrollment

The School of Education requires that students admitted into the program must complete at least 12 credit hours per each 12-month period, commencing with the first semester in which the student enrolls for course work, following admission into the program. Continual enrollment after advancement to candidacy requires enrollment in three credits of dissertation research per semester during the fall and spring semesters. This is until the student reaches the six credit minimum for dissertation credits. After the six credit minimum, students can enroll in 1 credit hour of EDUS 899 per semester. Students are expected to enroll themselves in the appropriate number of credits after consultation with their advisor/dissertation chair. It is important to note that if during any particular semester, including summer, a student plans to defend his/her dissertation, graduate, or otherwise access university resources, the student must enroll in EDUS 899. Continual enrollment is both a School of Education and Graduate School policy.

F. Counseling and Other Related Student Activities

1. Liability Insurance for Supervised-Counseling Activities

All students must obtain professional liability insurance prior to enrolling CLED 730 Advanced Theories and Practicum. They must maintain this insurance throughout their time in the doctoral program. Insurance is available through HPSO which coordinates insurance with the American Counseling Association. Please note that doctoral students are not covered under Student Insurance policies; therefore, you need to obtain professional liability insurance. Students must produce evidence of insurance coverage to the instructor in each course in which service delivery activities are expected.

2. Non-Supervised Counseling Activities of Graduate Students

The position of the faculty in Counselor Education is that students enrolled in Counselor Education programs should not engage in unsupervised counseling activities. This policy applies to any student enrolled in a degree program or in a non-degree program of study approved by the faculty. The policy does not apply to part-time students who engage in counseling under the auspices of a school or agency in which they are employed or who are Licensed Professional Counselors or Licensed Marriage and Family Therapists.

G. Program Time Limits

The time limit for completing all degree requirements, including the successful defense of the dissertation, is eight years (as noted in the Graduate_Bulletin). The eight-year time frame begins with the first semester in which the student enrolls for course work after being admitted into the program. The eight years allows for the completion of the degree including any leave of absence time granted to a student. Students are responsible for keeping track of their timeline and progress in the program. A student who is granted a deferment after acceptance into the program has eight years to complete the program beginning from the semester in which he or she enrolls.

H. Grade Point Average and Course Grade Requirements

Within the doctoral program, course grades provide an important evaluative tool for students, as well as guidance for advisors. While doctoral students by their very admission into a doctoral program have demonstrated skills and knowledge beyond that of master's level students, performance in individual courses with specific content and expectations can vary widely. Average doctoral work should, therefore, be at a "B" level or higher. In using course grades within the Ph.D. in Education Program, the following specific regulations apply.

1. Students in the Ph.D. in Education Program must have a minimum cumulative GPA of 3.2 to graduate.
2. The academic standing of any graduate student who receives a grade of "C" or below or the grade of "U" (Unsatisfactory) on required graduate course work will be reviewed for possible action.

3. A student who earns three grades of "C" or lower while enrolled in the doctoral program is automatically terminated from the program. A student earning any grade of "D" or "F" is reviewed for termination. *This does not include any grades of C that were earned prior to being formally accepted into the program; those grades of C will not be transferred in.*
5. No grades below "C" will be accepted for Continuing Doctoral Status (CDS) or graduation.
6. A student who receives two "U" grades or an "F" in EDUS 899: Dissertation Research will be terminated from the program.

I. Appeals

Students may appeal a denial of a request for exemption to general policies and procedures, a recommendation to be terminated from the program, or the two-attempt policy for the comprehensive exam. A subset of the Policy Board will form an appeals committee which will meet to act on any student appeals. At a minimum, this appeals committee will consist of one student member and three other members of the Policy Board.

To initiate an appeal, a student first meets with his or her advisor to discuss the matter. Following the meeting with the advisor, the student submits a signed written statement of appeal to the track coordinator. If the student is appealing a denial to be exempt from policy previously heard by the track faculty, the student must lodge the appeal within two weeks of the decision on the exemption. The student must also request and obtain a written statement from the advisor indicating the degree of support for the appeal and forward it to the track coordinator. Within two weeks of receiving the student's appeal statement, the track coordinator informs the Director of Graduate Studies of the appeal in order to arrange the Appeals Committee and meeting. The Appeals Committee reviews the student's appeal statement and supporting documents and makes a decision. The student and advisor will be notified by e-mail or letter of the decision of the Appeals Committee within one week of the meeting. For matters of general policy and procedure, the Appeals Committee's decision will stand.

If the Appeals Committee does overturn a decision to terminate a student from the program, the Office of Graduate Studies will forward a special action form and all supporting documentation regarding the decision to the graduate school dean.

The student has the right to appeal decisions on termination to the Graduate School after receiving official notification of termination from the graduate school dean.

Please see the Graduate School policy for more information about the appeals process:
<http://bulletin.vcu.edu/academic-regs/grad/dismissal/>

J. Counselor Education Program Endorsement Policy

In order to be awarded a Ph.D. in Education with a concentration in Counselor Education and Supervision and is recommended for employment and possible licensure/credentialing, a student must complete all required coursework, all required internships and externships, fulfill all program, School of Education, and university requirements, pass the qualifying and comprehensive examinations, propose a doctoral prospectus and defend the doctoral dissertation successfully.

K. Doctoral Student Counseling Support

For students who need additional support for interpersonal and mental health needs, the VCU University Counseling Services is available in the University Student Commons, Room 238, 907 Floyd Avenue. Students can make appointments by calling 804-828-6200.

STUDENT ORGANIZATIONS

The Counselor Education program offers three student organizations for graduate students. All students in the Counselor Education Program are encouraged join and actively participate in these organizations:

1. **Omega Lambda Iota Chapter of Chi Sigma Iota.** Chi Sigma Iota (CSI), the international honor society for counseling students, professional counselors, and counselor educators, is one of the largest counseling organizations in the world. Its mission is to recognize and promote excellence in the profession of counseling. This is an academic honorary society specifically in the area of graduate programs in Counselor Education. Chi Sigma Iota offers workshops and professional development activities for the counseling community and undertakes philanthropic projects and offers opportunities to serve the Richmond community. Student membership requirements: GPA: 3.5 or better; Completed at least 9 graduate credit hours in counseling program; Student must be in good standing with the Counselor Education Program; Student must be working toward a Master's degree or Ph.D. in Counselor Education and Supervision. Dr. Donna Gibson and Dr. Naomi Wheeler are the Faculty Co-Advisors.

2. **Counselor Education Student Networking Association (CESNA).** CESNA is the Counselor Education Program's student organization. The relationships students develop in graduate school provide a network of colleagues with whom students may share ideas and resources throughout their counseling careers. Thus, the goal of the organization is to develop collegiality and a spirit of professionalism among counselor education students. CESNA is led by a small group of students under the supervision of a faculty advisor. The officers and advisor plan activities for the students in the program to attend. Examples of these activities include, but are not limited to, fall/spring social events, the annual alumni dinner, graduation celebrations, and guest presentations. These opportunities provide students with additional knowledge about specific areas in the counseling field, as well as the opportunity to network with other students and respected guests. Students automatically become members of CESNA when they enter the Counselor Education Program and no membership fees are required. Dr. Donna Dockery is the Faculty Advisor.

3. **Student Affairs Networking Association (SANA).** SANA is the Counselor Education Program's student organization that focuses on issues relevant to those who are interested in student affairs and higher education. Regular meetings are held throughout the academic year. Dr. Donna Dockery is the Faculty Advisor.

PROFESSIONAL COUNSELING ORGANIZATIONS

All students are urged to join the American Counseling Association (ACA) in order to be bound by the association's Ethical standards and in order to obtain group malpractice insurance. These application are available on their website (see below). Counselors and student development professionals should belong to professional associations after they earn their degrees if they are to stay current in the field and keep abreast of new trends and issues. Active participation in professional associations is vital to professional success. At a minimum, each graduate student is expected to join appropriate associations. Membership dues are usually less for students and members receive professional newsletters, journals and announcements of professional activities. Students are also requested to join the Association for Counselor Education and Supervision (ACES) and the Southern Association for Counselor Education and Supervision (SACES).

- American Association of Marriage and Family Therapy, <https://www.aamft.org/>
- American Counseling Association, <http://www.counseling.org/>
- Association for Counselor Education and Supervision, <http://www.acesonline.net/>
- American School Counselor Association, <http://www.schoolcounselor.org/>
- Association for Specialists in Group Work, <http://www.asgw.org>
- National Career Development Association, <http://www.ncda.org/>
- American College Personnel Association, <http://www.myacpa.org/>
- American College Counseling Association, <http://www.collegecounseling.org/>
- National Association of Student Personnel Administrators, <http://www.naspa.org/>
- American Association of Student Personnel Administrators, <http://www.aaspa.org/>
- American College Student Educators International, <https://myacpa.org/>
- Southern Association for College Student Affairs, <http://www.sacsa.org>
- Southern Association for Counselor Education and Supervision, <http://www.saces.org/>
- Virginia Association of Marriage and Family Therapy, <https://vamft.wordpress.com/about-vamft/>
- Virginia Counselors Association, <http://www.vcacounselors.org/>
- Virginia School Counselor Association, <http://www.vsca.org/>
- Virginia Association of Specialists in Group Work, <http://www.vasgw.org/>
- Virginia Career Development Association, <http://www.vcdaweb.org>

FINANCIAL AID, SCHOLARSHIPS, AND GRADUATE ASSISTANTSHIPS

Please contact the VCU Financial Aid office for information specifically regarding financial aid applications and procedures (<http://graduate.admissions.vcu.edu/apply/finaid/>).

In an effort to recognize academic achievement, service, and talent, scholarships are awarded each year to many deserving students. Families, clubs, corporations, foundations,

alumni, and other organizations fund these scholarships and awards. Students in the Counselor Education Program have the opportunity to apply and possibly receive scholarships offered for those students in the School of Education, and more specifically for students striving to be school counselors. The School of Education has several different types of scholarships available with information available at

<https://soe.vcu.edu/development-alumni-and-student-engagement/development/scholarships-and-endowments/scholarships/> .

There are limited graduate assistantships available through the School of Education. Applicants should make their interest in these known in their application and to the program coordinator

Appendix A

Criteria for Professional Performance Evaluation

1. Openness to new ideas (rated from Closed [1] to Open [5])

- | 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|---|
| <ul style="list-style-type: none"> - Was dogmatic about own perspective and ideas. - Ignored or was defensive about constructive feedback. - Showed little or no evidence of incorporating constructive feedback received to change own behavior. | <ul style="list-style-type: none"> - Was amenable to discussion of perspectives other than own. - Accepts constructive feedback without defensiveness. - Some evidence of effort to incorporate relevant feedback received to change own behavior. | <ul style="list-style-type: none"> - Solicited others' opinions and perspectives about own work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior. | | |

2. Flexibility (rated from Inflexible [1] to Flexible [5])

- | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|
| <ul style="list-style-type: none"> - Showed little or no effort to recognize changing demands in the professional & interpersonal environment. - Showed little or no effort to flex own response to changing environmental demands. - Refused to flex own response to changing environmental demands despite knowledge of the need for change. - Was intolerant of unforeseeable or necessary changes in established schedule or protocol. | <ul style="list-style-type: none"> - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. - Effort to flex own response to new environmental demands was evident but sometimes inaccurate. - Flexed own response to changing environmental demands when directed to do so. - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. | <ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional & interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands. as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempts to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them. | | |

3. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])

- | 1 | 2 | 3 | 4 | 5 |
|---|---|--|---|---|
| <ul style="list-style-type: none"> - Showed little or no engagement in collaborative activities. - Undermined goal achievement in collaborative activities. - Was unwilling to compromise in collaborative activities. | <ul style="list-style-type: none"> - Engaged in collaborative activities but with minimum allowable input. - Accepted but rarely initiated compromise in collaborative activities. - Was concerned mainly with own part in collaborative activities. | <ul style="list-style-type: none"> - Worked actively toward reaching consensus in collaborative activities. - Was willing to initiate compromise in order to reach group consensus. - Showed concern for group as well as individual goals in collaborative activities. | | |

4. Willingness to accept and use feedback (rated from Unwilling [1] to Willing [5])

1	2	3	4	5
<ul style="list-style-type: none"> - Discouraged feedback from others through defensiveness and anger. - Showed little or no evidence of incorporation of feedback of supervisory feedback received. - Took feedback contrary to own position as a personal affront. - Demonstrated greater willingness to give feedback than receive it. 	<ul style="list-style-type: none"> - Was generally receptive to supervisory feedback. - Showed some evidence of incorporating supervisory feedback into own views and behaviors. - Showed some defensiveness to critique through "over-explanation of own actions--but without anger. - Demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> - Invited feedback by direct request and positive acknowledgement when received. - Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. - Demonstrated a balanced willingness to give and receive supervisory feedback. 		

5. Awareness of own impact on others (rated from Unaware [1] to Aware [5])

1	2	3	4	5
<ul style="list-style-type: none"> - Words and actions reflected little or no concern for how others were impacted by them. - Ignored supervisory feedback about how words and actions were negatively impacting others. 	<ul style="list-style-type: none"> - Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. - Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. 	<ul style="list-style-type: none"> - Effort toward recognition of how own words and actions impacted others was impact on others through words and actions. - Initiates feedback from others regarding impact of own words and behaviors - Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change. 		

6. Ability to deal with conflict (rated from Unable [1] to Able [5])

1	2	3	4	5
<ul style="list-style-type: none"> - Was unable or unwilling to consider others' points of view. - Showed no willingness to examine own role in a conflict. - Ignored supervisory advisement if not in agreement with own position. - Showed no effort at problem solving. - Displayed hostility when conflicts were addressed. 	<ul style="list-style-type: none"> - Attempted but sometimes had difficulty grasping conflicting points of view. - Would examine own role in a conflict when directed to do so. - Was responsive to supervision in a conflict if it was offered. - Participated in problem solving when directed. 	<ul style="list-style-type: none"> - Always willing and able to consider others' points of view. - Almost always willing to examine own role in a conflict. - Was consistently open to supervisory critique about own role in a conflict. - Initiated problem solving efforts in conflicts. - Actively participated in problem solving efforts. 		

7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])

- | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|
| <ul style="list-style-type: none"> - Refused to admit mistakes or examine own contribution to problems. - Lied, minimized or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination. | <ul style="list-style-type: none"> - Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others roles in problems. - Might blame initially, but was open to self-examination about own role in problems | <ul style="list-style-type: none"> - Monitored own level of responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth. - Accepted own mistakes and responded to them as opportunity for self-improvement. - Avoided blame in favor of self-examination. | | |

8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])

- | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|
| <ul style="list-style-type: none"> - Showed no evidence of willingness and ability to articulate own feelings. - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - Acted out negative feelings (through negative behaviors) rather than articulating them. - Expressions of feeling were inappropriate to the setting - Was resistant to discussion of feelings in supervision. | <ul style="list-style-type: none"> - Showed some evidence of willingness and ability to articulate own feelings, but with limited range. - Showed some evidence of willingness and ability to acknowledge others' feelings--sometimes inaccurate. - Expressions of feeling usually appropriate to the setting--responsive to supervision when not. - Willing to discuss own feelings in supervision when directed. | <ul style="list-style-type: none"> - Was consistently willing and able to articulate the full range of own feelings. - Showed evidence of willingness and accurate ability to acknowledge others' feelings. - Expression of own feelings was consistently appropriate to the setting. - Initiated discussion of own feeling in supervision. | | |

9. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])

- | | | | | |
|--|---|---|--|--|
| <ul style="list-style-type: none"> - Engaged in dual relationships with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well being of clients. - Breached established rules for protecting client confidentiality. | <ul style="list-style-type: none"> - Was responsive to supervision for occasional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. - Used judgment that could have put client safety and well being at risk. - Used judgment that could have put client confidentiality at risk. | <ul style="list-style-type: none"> - Maintained clear personal-professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being; - Appropriately safeguarded the confidentiality of clients. | | |
|--|---|---|--|--|

10. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])

1	2	3	4	5
<ul style="list-style-type: none"> - Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Missed the maximum allowable classes and deadlines. - Usually participated in class activities. - Met only the minimal expectations in assigned work - Showed some initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work 		

Appendix B
Virginia Commonwealth University
Counselor Education Program

NOTIFICATION OF PROFESSIONAL PERFORMANCE CONCERN

To (notified student): _____

From (issuing faculty): _____

- I. This is to notify you that your professional performance as defined in the Professional Performance Review Process section of the Student Handbook is rated below three in the following area(s):

	Criterion	Rating				
1. Openness to new ideas	1	2	3	4	5	
2. Flexibility	1	2	3	4	5	
3. Cooperativeness with others	1	2	3	4	5	
4. Willingness to accept and use feedback	1	2	3	4	5	
5. Awareness of own impact on others	1	2	3	4	5	
6. Ability to deal with conflict	1	2	3	4	5	
7. Ability to accept personal responsibility	1	2	3	4	5	
8. Ability to express feelings effectively and appropriately	1	2	3	4	5	
9. Attention to ethical and legal considerations	1	2	3	4	5	
10. Initiative and motivation	1	2	3	4	5	

- II. Description of observed concern(s) (describes specific concern(s) observed in each performance area):

III. Performance Changes Required (describes specific performance changes needed in each area cited as deficit in Section II above):

IV. Remedial Plan (describes all necessary steps to be taken to assist the student in making the required changes specified in section III above, including a schedule for their formative and summative evaluation)

V. Signatures (indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy)

Date: _____

Student: _____

Issuing Faculty: _____

Academic Advisor: _____

Appendix C
Ph.D. in Education Program Plan of Study
STUDENT PLANNING FORM

STUDENT NAME: _____ TRACK: _____ DATE _____

	HOURS	SEMESTER	GRADE
FOUNDATION COMPONENT (6 HOURS MINIMUM)			
EDUS 702: Foundations of Educational Research and Doctoral Scholarship I	3		
EDUS 703: Foundations of Educational Research and Doctoral Scholarship II	3		
RESEARCH COMPONENT (12 HOURS MINIMUM)			
STAT/SOCY 608: Statistics for Social Research	3		
EDUS 710: Educational Research Design	3		
EDUS 711: Qualitative Methods and Analysis	3		
Research Elective	6		
QUALIFYING EXAMINATION			
CONCENTRATION COMPONENT (18 HOURS MINIMUM)			
CLED 720 – Counselor Education Doctoral Seminar I	3		
CLED 721 – Counselor Education Doctoral Seminar II	3		
CLED 730 – Advanced Counseling Theories & Practicum	3		
CLED 740 – Counseling Supervision	3		
CLED 750 – Advanced Group Counseling	3		
CLED 770 - Adv Leadership in Social Justice and Advocacy	3		
CLED 810 – Counselor Education Doctoral Internship - Teaching	3		
CLED 810 – Counselor Education Doctoral Internship - Supervision	3		
CLED 811 – Counselor Education Doctoral Internship - Research	3		
CO-CURRICULAR ACTIVITIES			
EXTERNSHIP COMPONENT (3 HOURS MINIMUM)			
EDUC 797: Directed Research	3		
COMPREHENSIVE EXAMINATION			
DISSERTATION COMPONENT (9 HOURS MINIMUM)			
EDUS 890: Dissertation Seminar	3		
EDUS 899: Dissertation Research	6		
PREREQUISITE COURSES (AS APPLICABLE)			
TRANSFER COURSES (9 HOURS MAXIMUM)			

Students Signature & Date: _____ Advisor's Initials & Date: _____

Track Coordinator's Initials & Date: _____

Revised 8/23

August 2023

Appendix D
Written Comprehensive Examination Evaluation Rubric
Counselor Education Domain: Research Design & Methodology

Criterion	Strong Response	Satisfactory Response	Limited / Poor Response
	<i>Student Clearly Demonstrate Competencies & Programmatic Benchmarks</i>	<i>Student Demonstrates Primary Competencies & Programmatic Benchmarks; However, He or She Needs to Provide Increased Elaboration During Oral Comprehensives</i>	<i>Student Does NOT Demonstrate Primary Competencies & Programmatic Benchmarks; Therefore, He or She Needs to Rewrite His or Her Written Response</i>
Answers question completely & in a thorough fashion	2	1	0
Demonstrates ability to develop a sounds research study <i>(both quantitative &/or qualitative research designs) including (a) rationale for study, (b) research questions &/or hypotheses, (c) sampling methodology, (d) data collection procedures, (e) data analysis procedures (both quantitative and qualitative analysis methodologies), (f) interpretation of data analysis results, (g) potential limitations of the research study, & (h) possible implication for counselor education & future research.</i>	2	1	0
Demonstrates strong understanding & application of “theory” underlying his or her responses <i>(includes / articulates appropriate &</i>	2	1	0

<i>relevant citations [e.g., seminal works & contemporary refereed publications])</i>			
Demonstrates strong understanding & application of “research” supporting and/or challenging his or her responses (<i>includes / articulates appropriate & relevant citations [e.g., seminal works & contemporary refereed publications])</i>	2	1	0
Demonstrates ability to defend his or her positions in a scholarly manner (<i>positions & claims are grounded in theory & research</i>).	2	1	0
Student demonstrates ability to communicate his or her thoughts in a scholarly work (<i>e.g., clarity & readability of writing, flow & continuity of response, & adherence to APA [2020] Publication Manual</i>).	2	1	0

Written Comprehensive Examination Evaluation Rubric
Counselor Education Domain: Counselor Supervision & Processes

Criterion	Strong Response	Satisfactory Response	Limited / Poor Response
	<i>Student Clearly Demonstrate Competencies & Programmatic Benchmarks</i>	<i>Student Demonstrates Primary Competencies & Programmatic Benchmarks; However, He or She Needs to Provide Increased Elaboration During Oral Comprehensives</i>	<i>Student Does NOT Demonstrate Primary Competencies & Programmatic Benchmarks; Therefore, He or She Needs to Rewrite His or Her Written Response</i>
Answers question completely & in a thorough fashion	2	1	0
Demonstrates ability to develop and/or utilize a sound counseling supervision model that is grounded in theory & research	2	1	0
Demonstrates strong understanding & application of “theory” underlying his or her responses <i>(includes / articulates appropriate & relevant citations [e.g., seminal works & contemporary refereed publications])</i>	2	1	0
Demonstrates strong understanding & application of “research” supporting and/or challenging his or her responses <i>(includes / articulates appropriate & relevant citations [e.g., seminal works & contemporary refereed publications])</i>	2	1	0

Demonstrates ability to defend his or her positions in a scholarly manner (<i>positions & claims are grounded in theory & research</i>).	2	1	0
Student demonstrates ability to communicate his or her thoughts in a scholarly work (<i>e.g., clarity & readability of writing, flow & continuity of response, & adherence to APA [2020] Publication Manual</i>).	2	1	0

Written Comprehensive Examination Evaluation Rubric
Counselor Education Domain: Theory of Teaching & Learning

Criterion	Strong Response	Satisfactory Response	Limited / Poor Response
	<i>Student Clearly Demonstrate Competencies & Programmatic Benchmarks</i>	<i>Student Demonstrates Primary Competencies & Programmatic Benchmarks; However, He or She Needs to Provide Increased Elaboration During Oral Comprehensives</i>	<i>Student Does NOT Demonstrate Primary Competencies & Programmatic Benchmarks; Therefore, He or She Needs to Rewrite His or Her Written Response</i>
Answers question completely & in a thorough fashion	2	1	0
Demonstrates ability to develop and/or utilize a sound approach to teaching & learning grounded in theory and research	2	1	0
Demonstrates strong understanding & application of “theory” underlying his or her responses <i>(includes / articulates appropriate & relevant citations [e.g., seminal works & contemporary refereed publications])</i>	2	1	0
Demonstrates strong understanding & application of “research” supporting and/or challenging his or her responses <i>(includes / articulates appropriate & relevant citations [e.g., seminal works & contemporary refereed publications])</i>	2	1	0

Demonstrates ability to defend his or her positions in a scholarly manner (<i>positions & claims are grounded in theory & research</i>).	2	1	0
Student demonstrates ability to communicate his or her thoughts in a scholarly work (<i>e.g., clarity & readability of writing, flow & continuity of response, & adherence to APA [2020] Publication Manual</i>).	2	1	0

Written Comprehensive Examination Evaluation Rubric
Counselor Education Domain: Counseling Theory and Leadership and Advocacy

Criterion	Strong Response	Satisfactory Response	Limited / Poor Response
	<i>Student Clearly Demonstrate Competencies & Programmatic Benchmarks</i>	<i>Student Demonstrates Primary Competencies & Programmatic Benchmarks; However, He or She Needs to Provide Increased Elaboration During Oral Comprehensives</i>	<i>Student Does NOT Demonstrate Primary Competencies & Programmatic Benchmarks; Therefore, He or She Needs to Rewrite His or Her Written Response</i>
Answers question completely & in a thorough fashion	2	1	0
Demonstrates ability to develop and/or use a sound approach / strategy grounded in theory & research to address the specific question regarding counseling theory and/or leadership and advocacy	2	1	0
Demonstrates strong understanding & application of “theory” underlying his or her responses (includes / articulates appropriate & relevant citations [e.g., seminal works & contemporary refereed publications])	2	1	0
Demonstrates strong understanding & application of “research” supporting and/or challenging his or her responses (includes / articulates appropriate & relevant citations [e.g., seminal works & contemporary refereed publications])	2	1	0

Demonstrates ability to defend his or her positions in a scholarly manner (<i>positions & claims are grounded in theory & research</i>).	2	1	0
Student demonstrates ability to communicate his or her thoughts in a scholarly work (<i>e.g., clarity & readability of writing, flow & continuity of response, & adherence to APA [2020] Publication Manual</i>).	2	1	0

Appendix E

Student Acknowledgement of Receipt of Handbook
Submit signed form to assigned advisor.

I, _____, have read and agree to follow the program
(print name)

guidelines and procedures as described in the Counselor Education and Supervision

Program Ph.D. Handbook.

Student Signature

Date

CES Doctoral Advisor Signature

Date