

PhD in Counselor Education & Supervision

Handbook

Revised November 2015

WELCOME TO THE UNIVERSITY OF WYOMING

COUNSELOR EDUCATION & SUPERVISION

DOCTORAL PROGRAM

Students, faculty and staff join me in welcoming you to the Department of Professional Studies! We are proud of the long-standing history of excellence in our CACREP accredited master's and doctoral programs. Our program encourages persons who enjoy small class environments, intensive class discussion, and opportunities for self-direction and scholarly activity. The faculty focuses on encouraging and supporting students' self-examination and growth, while developing state of the art, research-based counseling competencies. Our programs are ideal for self-initiating persons who thrive in an atmosphere supportive of faculty/student interactions and an environment requiring exercise of personal responsibility and accountability.

Again, welcome to your doctoral program in Counselor Education and Supervision!

Counselor Education Faculty
Department of Professional Studies

Doctor of Philosophy Degree Program Counselor Education & Supervision

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The doctoral program standards are intended to accommodate the unique strengths of different programs. Doctoral programs for which accreditation is sought must encompass all of the entry-level program requirements and standards. Students admitted to doctoral programs must have completed studies as specified in CACREP Sections II, III, and in a specific program area and provide evidence of the knowledge base of a professional counselor. (2009 CACREP Standards).

Mission Statement

The mission of the University of Wyoming Doctoral Program in Counselor Education and Supervision is to prepare persons for professional positions as faculty and advanced practitioners in Counselor Education programs through personalized, developmentally oriented coursework emphasizing the integration of theory and experiential learning.

Program Accreditation

The Council for Accreditation for Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the Counselor Education program at the University of Wyoming and the following areas of emphasis: Mental Health Counseling, School Counseling, , and the doctoral program in Counselor Education and Supervision (Ph.D.). The programs are also approved by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP). In addition, we abide by recommendations of the Association for Counselor Education and Supervision (ACES), a division of the American Counseling Association (ACA).

Program Goal

The Department of Professional Studies offers the degree of Doctor of Philosophy (Ph.D) in Counselor Education & Supervision. The Ph.D. in Counselor Education is designed for students who have a Master's level background in counseling and/or a closely related area, and who wish to continue their education, in order that they can train counselors at the college and university level or work in college and university programs. For those students who are not graduates of a CACREP program, additional coursework may be required to meet CACREP standards.

Program Objectives

The Ph.D. program in Counselor Education is built upon the basis of a strong Master's program. Therefore, the program objectives are based on and represent an extension of the values expressed in the objectives of the entry-level programs. The doctoral program upholds the philosophical orientations, coherent principles, and applied knowledge and skills as counselors and supervisors. Doctoral students are expected to demonstrate the capability of contributing to and enhancing professional practice with one or more specific research interest areas. The Ph.D. program in Counselor Education and Supervision is designed to address the professional leadership roles of Counseling & Supervision, Teaching, Leadership & Advocacy, and Research & Scholarship. Applicants from non-CACREP programs and those with outdated Master's work may require remedial work as part of their program of professional preparation.

Program Faculty will...

- recruit and select qualified graduate students with appropriate attention given to the inclusion of students from diverse populations;
- educate and train counseling professionals as entry-level counselor educators (typically at the assistant professor level or equivalent in a college or university);
- prepare graduates to demonstrate competence for in-class instruction of both pre-practice counseling professionals, as well as individual and small group supervision in counseling; and

Doctoral Graduates will...

- have knowledge of counselor education as a body of philosophical positions, coherent principles, and applied knowledge and skills;
- be skilled to fulfill positions as an entry-level counselor educators (typically at the assistant professor level or equivalent in a college or university). As such, graduates will have demonstrated competence for in-class instruction of both pre-practice and in-practice counseling professionals, as well as individual and small group supervision of counseling;
- evidence the necessary skills to be a producer of knowledge in counselor education through the understanding and application of research and statistical procedures;
- demonstrate the capability to contribute to professional practice through the preparation and presentation of such activities as workshops, short courses, seminars, and the preparation and presentation of research-based or theory-based papers, either at professional meetings or via

published media; and

- possess the skills and self-knowledge to provide continuous self-evaluation as well as self-development and direction.

Graduate Credit Hour Requirement and Duration

Doctoral students complete coursework, a doctoral clinical internship, participate in teaching and supervision, and conduct research leading to the completion of a dissertation. Students average 3 to 4 years to complete the doctorate, many of whom balance work and school commitments. Please see the list of current program requirements on the UW website.

Students are required to demonstrate annual academic progress. A component of this progress requires a completion of a minimum of 12 credit hours per year towards the Program of Study. Under some circumstances (e.g., work schedule, family situations, travel), a student may be unable to enroll in courses for a semester. During these times, students may enroll in one credit hour of continuous registration. These hours do not count towards graduation but will keep an active status in the program. Without enrollment for 12 months, status will be deactivated; students will be dismissed from the program and have the option to reapply to the program for readmission. Students are allowed to enroll in a maximum of 4 credit hours of continuous registration. If time away from the program is needed, students should apply for a leave of absence from the university.

Financial Assistance

A diverse mix of financial assistance opportunities are available including graduate assistant positions; university, college and department funding for travel; as well as college and department scholarships/awards. While program applicants are eligible only for travel funding to visit campus, all types of funding are available for fully admitted students.

Graduate Assistantships

Graduate Assistantships are located in a number of university colleges and offices, involving duties such as instructor, reader, laboratory assistant and/or other teaching responsibilities. Other assistantships involve a variety of research functions, some of which are funded through various off-campus organizations for specific research purposes. Stipends vary depending upon tasks assigned and experience of the student; most assistantships also include tuition and fee reductions for all or part of the tuition costs. Incidental student fees are usually the student's responsibility. Once admitted, students work closely with their advisor regarding opportunities.

Travel Monies

Doctoral student/faculty collaborative research teams and their resultant scholarly production necessitate travel monies for doctoral students to present their research work at regional, national, and international conferences. Effective mentoring by faculty members involves helping doctoral students network with colleagues and establish research identities at appropriate professional venues. To enhance doctoral students' professional identity, they can apply for financial assistance (as available) each semester for appropriate conference attendance and presentations. College and university funds may also be available.

Scholarship and Awards

Scholarships and awards usually are granted annually to fully admitted students. The college offers several general graduate scholarships, and the Counseling Program offers specific scholarships for its students. Awardees must attend the fall awards banquet that honors them as recipients. The banquet is an excellent opportunity to meet and show appreciation to donors. Doctoral students can consult with their advisor, explore, and apply for the current Funding Opportunities on the Department of Professional Studies Website.

Research Symposium

Our Department of Professional Studies Research & Scholarship Symposium is an annual spring mentoring event for the entire College of Education to provide a collegial forum for graduate students and faculty members to learn about the research activities of each other. This all-day forum nurtures graduate students as they engage in professional activities, profit from the expectations of scholarly production, and interact to begin to develop a researcher identity. Presentations for this day include educational presentations, panels, posters sessions, and keynote speakers. In the late fall of each year the Symposium committee invites proposals for consideration, selects works for presentation, and organizes the event. A buffet lunch draws attendees into conversations across disciplines, although primarily in education. We believe such a positive environment, with students taking ownership of their professional development by presenting in the symposium is a powerful mentoring activity. Following conclusion of the event each year the Symposium committee evaluates the event to improve it for the next year.

Doctoral Orientation/Mentoring Activities

Annually, the doctoral students of the Counselor Education and Supervision program engage in various orientation activities including: peer to peer mentoring (first year doctoral students become mentors for incoming doctoral students); scheduled activities among faculty members and doctoral students; and a formal day together with master's students and faculty that involves a noon pot luck picnic and community building activities.

The Department Doctoral Orientation/Mentoring Day every spring brings together newly admitted campus and distance education students with faculty members of all the Department of Professional Studies programs along with all distance and campus doctoral students as members of our graduate learning community. The day includes a lunch for students and faculty members, wellness sessions with stress management strategies, community building activities, and specific connection times with peers and faculty members in small discussion groups as well as during the topical presentations.

Learning Experiences and Curriculum

Curricular experiences within the doctoral program are designed to address five competency areas: Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy (CACREP, 2016).

Faculty Expectations of Students

Enrollments in core courses, restricted to program majors, are small with a low faculty-student ratio. Program faculty commit to being highly accessible for individual conferences, assistance, and direction with the individual student responsibilities that are a substantial aspect of the programs of study. Considerable out-of-class work is required, through reading and other activities, so that the in-class topics are complemented with information applicable primarily to specific programs.

Programs and courses are based on the faculty expectation that students will develop and declare their career-related intentions and objectives soon after entrance into the program. Students are expected to blend the core courses, specialty courses, and individualized experiences to create an integrated program of preparation. Students are expected to be assertive in pursuing knowledge and skills fitting to their objectives. The selection of internship sites/experiences is based upon the career goals of the student. We offer small class environments, intensive class discussions, and opportunities for initiation of scholarly activities. Our program is ideal for persons who thrive in an atmosphere supportive of faculty/student interaction with an environment allowing exercise of personal responsibility.

During a student's tenure in the program, the faculty conduct systematic reviews of each student's progress in the areas of academics, professional development, and personal development. The purposes of the review are to assist students in assessing their development in the aforementioned areas and to ascertain the possibility that a student is inappropriately placed in the program. Self-evaluations and other materials provided by the student are utilized as an important part of the review process. The process is a collaborative effort between the individual student and the faculty, which is undertaken during the first year of the student's enrollment in the program.

Involvement in Professional Organizations and Activities

Students are encouraged to join and become involved in state and national professional associations such as the American Counseling Association (ACA), Wyoming Counseling Association (WCA), Chi Sigma Iota (MuNuTau Chapter-our UW Chapter), the Association for Counselor Education and Supervision (ACES), Rocky Mountain Association for Counselor Education and Supervision (RMACES), and the divisions closely aligned with their specialty areas. The American Counseling Association Divisions can be found on-line at <http://www.counseling.org>. Information about these associations is provided to students as part of the Doctoral Seminar and from faculty.

Further involvement may occur through professional development activities with faculty members. These activities may include professional presentations, organizational involvement, and professional mentoring. The availability of these activities is discussed in doctoral seminars and announcements within the department via distribution lists (listserves). The faculty strongly encourages all students to present at state, regional, and national conferences. The College of Education, Department of Professional Studies and Academic Affairs may provide financial assistance for student conference presentations and attendance. Please consult with your advisor for financial application procedures and check the program website.

Advisor and Chair

Upon acceptance into the program, doctoral students are assigned a temporary faculty advisor. Advisors assist students in making a successful transition to the PhD program. During the first year of the program, doctoral students are asked to identify a permanent advisor who will also serve as the committee chair for the remainder of the student's program. This process will be explained in greater detail during the first semester.

PhD Advising Policy: Faculty have adopted a policy that limits PhD advising loads to 5 active PhD students per faculty member. Faculty members who reach this limit are unable to serve as an advisor or chair for additional PhD students.

Selection of Committee

Each student will form a graduate committee approved by the Dean of the College of Education in consultation with the student's major professor and the Department head. The doctoral graduate committee will consist of five (5) members, no less than three (3) nor more than four (4) of whom are from the department. The primary advisor (selected by the student) acts as chair. The chair is joined by at least one (1) graduate faculty member from outside the program. Of the remaining members (3), at least two (2) must be from our program area. All members are selected by the student in consultation with their primary advisor; usually one member of the committee specializes in research.

The graduate committee is responsible for advising the candidate concerning coursework for the degree program and research or other creative endeavors required. The committee is also responsible for the Program of Study approval, the comprehensive exam or portfolio review process, prospectus approval, (the detailed plan of the dissertation project), the final dissertation review and approval (the defense), and other degree-specific requirements.

Program of Study

Each student must submit a Program of Study (POS) to his or her committee for approval. The Program of Study forms are available from the University of Wyoming Graduate Education website at <http://www.uwyo.edu/uwgrad/>. The Program of Study constitutes an agreement among the student, the student's committee, the College, and the University of Wyoming wherein the minimum course work requirements for that student's degree are listed. A student must take the courses on the POS even though he or she may take additional courses not on the POS.

The program should be filed no later than the end of the student's second semester (or second year if part-time). No student will be considered a fully accepted into the program until the committee, the head of the department and the dean of the College all approve his/her program of study.

Candidacy

Doctoral degree candidacy occurs with the successful completion of the 2nd Year ePortfolio Review and/or comprehensive exam process (oral and written). Some degree programs require more hours of credit than the minimum requirement of the University. The Ph.D. degree in Counselor

Education is a 72 semester credit hour program (post-Masters). The program filed must include the appropriate minimum number of semester hours of graduate credit required. Changes to the approved program must be petitioned with the University.

Students who are entering their final semester should download an anticipated graduation packet at the Graduate Student Resources website. The graduation packet consists of a Graduation/Title Form, a Completion of Requirements Form, and a list of deadlines for the current semester. Each doctoral student must complete a degree check before graduation can occur.

Comprehensive Examinations, Prospectus, Dissertation, and Internship

A primary difference between the doctorate program and the master's entry-level program is that at the Doctorate level greater emphasis is placed on the scientist-practitioner-educator model. The doctoral student is a producer of research, not just a consumer of research. Priority is placed on the theoretical underpinnings of the profession and considerable expertise is expected in conducting systematic inquiry into the field of counseling and supervision. Additionally, Doctoral-level students are prepared to assume positions of significant leadership in the field. These differences are integrated into the doctoral program, in part, through the dissertation and internship experiences. Following successful completion of the 2nd Year Portfolio Review & Defense (considered as the comprehensive or preliminary examinations) or the comprehensive exam process, a student may seek committee approval for the prospectus (a detailed plan (chapters 1-3) of the dissertation project). Doctoral candidates are required to complete research, which culminates in the writing of a dissertation.

Another major aspect of the doctoral program is the internship. Students are required to complete a 600-hour internship as previously noted. Information regarding internship opportunities is offered throughout the program. All internship activities must be approved and supervised by the student's chairperson. There is a supervised doctoral level internship checklist with the appendices in this handbook.

Internship Policy: Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in all 5 of doctoral core areas (Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy). Students will complete the Doctoral Supervision Contract Form with their Chair which will reflect both the required and their elective hours needed to complete the full 600 clock hours. The Doctoral Supervised

Internship Contract Form (see Appendix) lists required activities with space for electives.

Students will enroll in Doctoral Internship during any fall and spring semesters in which they are accumulating internship hours. While students can accumulate hours during the summer session n, they will officially enroll only if they are accumulating clinical internship hours. During summer sessions students will arrange regularly scheduled supervision with a qualified faculty supervisor. Non-clinical hours accumulated during summer sessions can be applied to the next semester when the student is enrolled in (and attending) the course (fall or spring).

Dissertation Process:

General guidelines:

- Coordinate everything with your chair – meetings, timeframe, etc.
 - See the Prospectus/Dissertation Timeline for helpful suggestions about the timing, and links to important resources.
- Remember that your committee members are resources, not your employees. Your task is to demonstrate the ability to design and carry-out meaningful research that contributes to the field. Committee members are there to help and support, but you must remember that they serve on multiple committees and their time is limited. Work with your Chair to develop your ideas, and then consult with committee members about specific questions or challenges. Don't expect committee members to review entire draft chapters for you.
- While you will submit a number of drafts to your chair, work to have them as free from spelling, grammar and typo errors as possible. They do not have to be perfect, but they should not be sloppy.
- Be sure that all documents submitted to committee members are in a polished, excellent condition (content as well as writing). Don't send anything to the full committee that is not your best work (as if you were to have it published). You also should not send anything to your committee that has not been approved by your chair. You should expect your chair to take two weeks to review and document you submit to the chair. Once you have sent documents to the committee for formal review (two weeks before a committee meeting), do not send updates, revisions or additional documents.

- Begin and work from a well-crafted outline. Doing so will support clear organization that makes a strong argument supporting the need and contribution of your study. It will save you and your chair time and grief if you develop a solid working outline and use it throughout the process.
- If you struggle with organization, sentence structure, typo's, APA elements, and other writing essentials, consider hiring an effective editor to work with you on your proposal and final dissertation. Your dissertation chair and committee will focus on the quality of the content in your dissertation. You will be responsible for meeting the expectation that the quality of the writing itself meet's doctoral level standards.
- The proposal will include a title page, table of contents, chapters 1-3 (with the 3rd chapter in future tense), references, appendices, and IRB proposal.
- Refer to the UW document *Thesis and Dissertation Manual*, and be sure to follow its guidelines.
- Your work both at the proposal and defense meetings) will be evaluated by your committee on several areas including (but not necessarily limited to):
 - Clarity of organization
 - Strength of argument
 - Quality of research questions / hypotheses (clarity, fit, comprehension),
 - Contribution of study
 - Breadth/depth, quality of literature review
 - Appropriateness and quality of methodology
 - Depth of discussion (including limitations, future directions)
 - Professional tone
 - APA Style and quality of writing

Dissertation Format Elements:

Work with your chair for specifics in your dissertation (these will vary based on methodology and topic).

The following are only broad guidelines.

Chapter 1: Introduction

The introduction is like the opening argument in a legal case – setting the stage for what is to come and providing a well-organized, tight argument supporting the need/contribution of the study. It should introduce the basic components of your study and be able to stand on its own. Although

length will vary, the goal is to be concise; somewhere between 8 and 15 pages is typical. Possible headings for this chapter include the following:

- Background
- Statement of the Problem
- Purpose of the Study
- Research Questions
- Overview of Methodology
- Significance of the Study
- Researcher (role, relationship, biases)
- Definition of Terms
- Limitations and Delimitations (Be sure you know what these each mean)
- Summary

Chapter 2: Literature Review

This chapter places your study within the context of the existing knowledge base in the field, and provides a critical examination of that knowledge base. Your writing must go beyond a summary of the literature to include synthesis, integration, and a critical examination of the literature. Don't just report the conclusions of previous studies. You should provide important details about participants, instruments, procedures, analysis, and results etc., and then offer a thoughtful analysis of the study (strengths, limitations, gaps). In addition, offer a critical analysis of the body of literature as a whole (strengths, limitations, gaps) on topics central to your study. Major sections will cover key variables, themes, concepts and theories related to your research questions, and will clearly outline the gap or problem that your research will address. Your review should be logically organized from broad to more narrow, building toward the need for your study. If your study were a court case, this chapter is the presentation of the evidence to support the need and significance of your study; don't just draw conclusions, *show* the reader the evidence that supports the conclusions you would like a reader to draw. Chapter headings will depend on your particular research question, but the final heading should be a summary.

Chapter 3: Methodology

This chapter provides the rationale for your general methodological approach and the details for

how you will answer your research questions. Enough detail should be provided about all aspects of the design so that your study could be faithfully replicated by someone who only had this chapter to read. Key headings may include:

- Introduction
- Research Design
- Participants
- Instrumentation / Data Collection
- Procedures
- Trustworthiness / Ethical Issues
- Data Analysis
- Summary

Chapter 4: Results

This chapter organizes and presents the findings from your analysis of the data. It should be organized logically to address each of the research questions. Avoid drawing general conclusions here – just present the data. Organization and headings will vary based on your particular methodological approach and research questions, but in general follow these suggestions:

- Introduction
- Description of Participants
- Research Question 1
- Research Questions 2 – X
- Summary of Results

Chapter 5: Discussion

In this chapter, discuss what the results mean. Go beyond merely the answers to your specific research questions back to the gap or problem in the literature. What does your study add to the knowledge base of the field, and how can the results of the study be used to guide practice, policy and future research? Key headings may include:

- Summary
- Conclusions (link results back to the literature and share what they mean in the bigger picture)
- Limitations
- Implications (include for practice, policy and future research as relevant)

e-Portfolio Guidelines Apply Only to Students Admitted Prior to Fall 2014

Students have until January 1, 2016 to complete the e-Portfolio process. After this date ALL students will be required to complete Comprehensive Examinations.

Description of PhD Meetings: e-Portfolio

1st e-Portfolio Review

- Purpose:** The 1st review of the PhD e-Portfolio is a program-level review. The purpose of this review will be to provide you with feedback to utilize in preparation for your 2nd Review. While quality work is expected, this is an informal meeting. The meeting should be utilized to provide maximum feedback. You are expected to have your PhD e-Portfolio ready a minimum of two weeks prior to the review date. A presentation of your e-Portfolio is not expected during the meeting.
- Length:** 1 hour
- Attendees:** The review committee will consist of your advisor/chair and one additional program faculty member who will be serving on your committee.
- Timing:** End of 1st year (for full-time students)

Program of Study & Pre-Prospectus Meeting

- Purpose:** The purpose of this meeting is 1) to present and seek approval of your Program of Study and 2) to informally discuss your developing dissertation research topic. You are expected to share your pre-prospectus document and Program of Study with all committee members two weeks prior to the meeting. The Program of Study guidelines can be found at <http://www.uwyo.edu/uwgrad/>.
- Length:** 1 hour
- Attendees:** Doctoral committee members
- Timing:** End of 1st year or beginning of 2nd year (for full-time students).

2nd e-Portfolio Review

- Purpose:** This review of the PhD e-Portfolio fulfills the same function as the Preliminary Examination for the PhD, a requirement of the University. The e-Portfolio serves as the written component of the exam while the e-Portfolio committee meeting serves as the oral component of the exam. You are responsible for scheduling your PhD e-Portfolio meeting and having your PhD e-Portfolio ready a minimum of two weeks prior to the scheduled meeting. This defense process should allow opportunity for you to demonstrate content comprehension and application, critical and quantitative analysis, creative thinking, problem solving, synthesis and

evaluation. Toward the end of your meeting you will be asked to step out of the room while your committee discusses your performance and readiness to proceed with your program of study. After a successful defense, your committee will recommend that you proceed to candidacy. It is fairly common that committee members recommend some modifications to your documents as a condition of your passing this part of your degree requirements.

Length: 2 hours
Attendees: Doctoral committee members
Timing: 2nd year or beginning of 3rd year (for full-time students)

Prospectus Meeting

Purpose: The Prospectus Meeting is when you formally present your dissertation document (Chapters 1-3) and plan to your committee for feedback, modifications and approval. You are expected to share your prospectus document with your committee members a minimum of two weeks prior to the meeting. The meeting will begin with a conversation (10 minutes) between your committee members. You will then be invited into the meeting, which will include a brief introduction (10 minutes) of your research proposal followed by questions and discussion with your committee (60 minutes). Toward the end of your meeting you will be asked to step out of the room while your committee discusses your performance and readiness to proceed with your research project. The meeting will end with their recommendations and suggestions. A successful outcome includes recommended modifications to your study. *You cannot seek formal IRB approval of your study until you successfully defended your prospectus.*

Length: 2 hours
Attendees: Doctoral committee members
Timing: Spring of 2nd year or Fall of 3rd year (for full-time students)

Dissertation Meeting

Purpose: The Dissertation Meeting is when you formally present your dissertation study and results (all chapters) to your committee for feedback, modifications and approval. You are expected to share your dissertation document with your committee members a minimum of two weeks prior to the meeting. This meeting typically includes a presentation (20-30 minutes) of your research study followed by questions and discussion with your committee. Toward the end of your meeting you will be asked to step out of the room while your committee discusses your work and their recommendations on the completion of your degree. The meeting will end with their recommendations and comments. A successful Dissertation Meeting results in minor changes that must be completed prior to graduation.

Length: 2 hours
Attendees: Doctoral committee members
Timing: Semester of graduation (or earlier)

Comprehensive Examination Process for Students Admitted Fall 2014 and Forward

Description and Timeline of Ph.D. Meetings

Annual Student Review

- Purpose:** This meeting is the annual review of your academic and non-academic performance. Our purpose is to provide you with feedback and direction about your ongoing work as a doctoral student so that you know where you are meeting expectations, and any areas that may require improvement. Prior to the meeting, you will be asked to write a brief self-evaluation. Faculty will also compile some feedback and fill out the Counseling Program Student Evaluation form to share with you. The Review will likely occur in February of each year.
- Length:** ½ hour
- Attendees:** All Counseling Program faculty and the student
- Timing:** Early in the spring semester of each year while you are an active student

Program of Study & Pre-Prospectus Meeting

- Purpose:** The purpose of this meeting is 1) to present and seek approval of your Program of Study (POS) and 2) to informally discuss your developing dissertation research topic (no PowerPoint presentation is needed). You should prepare a 7-12 page (not including title page, references) APA formatted document that includes a *problem statement* (gap in the literature, justification that the problem is meaningful, purpose of the study); *significance*, (original contribution of study, benefit to the field, society); *literature survey* (an abbreviated review of relevant literature supporting problem statement); *framework* (briefly describe the theory or conceptual base that grounds the study); *research questions* (list questions that the study seeks to answer); *possible methodology* (identify the broad research approach, possible types and sources of data, and possible analytical strategies); *questions* (where possible, note areas and any specific questions you would like your committee to address in the meeting); *references*. You are expected to share your pre-prospectus document and Program of Study form with committee members at least 2 weeks prior to the scheduled meeting. Program of Study guidelines can be found at <http://www.uwyo.edu/uwgrad/enrolled-students/develop-program.html>.
- Length:** 1 hour
- Attendees:** All members of the student's doctoral committee
- Timing:** Toward the end of the 1st year or beginning of 2nd year (for full-time students).

Preliminary Examination – Written & Oral

- Purpose:** The comprehensive examination is a University requirement and serves to establish that the student is prepared for entrance into candidacy as a Doctoral

student, and to proceed with the dissertation proposal. It establishes the student's advanced knowledge of the CACREP core areas at a Ph.D. level and his/her ability to integrate and synthesize within and across these knowledge domains and effectively communicate this higher level thinking in both written and spoken form. The oral portion will take place after the written portion has been scored, and will serve to address any areas of concern, as well as to have advanced conversations about integration and application.

- Length: Seven full days to complete the written set of questions, 2 hours for the oral exam
- Attendees: Students work independently on the written portion, the full doctoral committee participates in the oral exam
- Timing: Students will take their exams toward the completion of all program of study courses (excepting dissertation and internship credits), with the advisor's approval. The exam timeline will most likely be a week in March of each year.

Prospectus Meeting

- Purpose: The Prospectus Meeting is when you formally present your dissertation document (chapters 1-3) and plan to your committee for feedback, modifications and approval. You are expected to share your prospectus document with your committee members a minimum of two weeks prior to the meeting. The meeting will begin with a brief (10 minutes) conversation between your committee members. You will then be invited into the meeting, which will include a brief (10 minutes) introduction of your research proposal (no PowerPoint) followed by questions and discussion with your committee (60 minutes). Toward the end of your meeting you will be asked to step out of the room while your committee discusses your performance and readiness to proceed with your research project. The meeting will end with their recommendations and suggestions. A successful outcome includes recommended modifications to your study. *You cannot seek formal IRB approval of your study until you successfully defend your prospectus.*
- Length: 2 hours
- Attendees: All members of the student's doctoral committee
- Timing: Spring of 2nd year or Fall of 3rd year (for full-time students)

Dissertation Defense

- Purpose: The Dissertation Defense is when you formally present your dissertation study and results (all chapters) to your committee for feedback, modifications and approval. You are expected to share your dissertation document with your committee members a minimum of two weeks prior to the meeting. This meeting typically includes a presentation (20-30 minutes, emphasis on the results and implications) of your research study followed by questions and discussion with your committee. Toward the end of your meeting you will be asked to step out of the room while your committee discusses your work and their recommendations on the completion of your degree. The meeting will end with their recommendations and

comments. A successful Defense results in minor changes that must be completed prior to graduation.

Length: 2 hours
Attendees: All members of the student's doctoral committee
Timing: Semester of Graduation (or earlier)

Student Retention and Dismissal Policy

A student's acceptance into any program does not guarantee his or her fitness to remain in that program. As counselor educators, we have an ethical and professional responsibility to protect current and future clients/students, the profession, and our program by insuring to the best of our ability that all students consistently meet the professional and ethical standards of the field. We do this through regular and ongoing evaluation of students' academic and non-academic performance. The faculty is responsible for assuring that only those students who continue to meet program expectations are allowed to continue in the program. Our goal is to be transparent about this review of student performance. Please see the appendix for the Student Retention and Dismissal policy and Student Consent agreement that must be signed for your file.

Evaluating Student Academic and Non-Academic Performance

Academic Performance includes coursework, clinical skills development, and timely progress toward degree completion. These are evaluated through your assignments and final grades each semester, through the Clinical Skills Evaluation form (or Supervision Skills Evaluation form) in your clinical courses, and through your completion of program courses and other requirements needed for successful graduation. A component of this progress requires you to complete a minimum of 6 credit hours per year toward completing your program of study. Under some circumstances (e.g. major life event) you may be unable to enroll in courses for a semester. During these times you should enroll in one credit hour of continuous registration. These hours do not count toward graduation but will keep your status active in the program. You may enroll in a maximum of four credit hours of continuous registration over the course of your program. Exceptions to this rule are made on a case-by-case basis. If you do not enroll in program of study classes for a 12 month period, your status will be deactivated, you will be dismissed from the program, and will need to reapply if you would like readmission. If you need time away from the program, you should apply for a leave of absence from the university.

Non-Academic Performance includes adherence to standards of professionalism, ethical behavior, and self-regulation. These are evaluated through observation of interactions and behavior in each

course, in your clinical work and interactions with colleagues, faculty and staff. While evaluation is ongoing, more formal evaluation occurs at the mid-point and end of each semester, along with the faculty annual review of students (using the Counseling Student Evaluation Form, students' self-reflections and feedback from faculty). Concerns about student performance and progress are discussed in weekly faculty meetings. If we have concerns about your performance, we will let you know as soon as possible. If you have questions about your performance at any time, please visit with your advisor.

Faculty seek to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. Faculty may work on an informal basis with students evidencing academic or non-academic deficiencies when circumstances indicate that this method may be productive. The faculty member and student will discuss the problems, review appropriate measures of correction, and establish a timeline for change, documenting the process. However, the severity of the problem may not allow for this method and informal methods are not procedurally required. When, in the professional judgment of a program faculty member, a student is not meeting academic or non-academic program standards, or university standards, the faculty member will consult with the other program faculty and department head to determine appropriate steps.

Student Remediation and Dismissal

Counseling faculty have a responsibility to dismiss students who are unable to meet the academic and non-academic standards of the program. The faculty also recognizes their obligation to: a) assist students in obtaining improvement assistance, and b) consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program.

Student Remediation

A rating of "1" or "2" on any criteria on the Counseling Program Student Evaluation Form and/or serious concerns of faculty about student performance indicate the need for a written student remediation plan. A faculty member or members will discuss with the student and document what behavior(s) need to be changed, requirements for remediation, time limits for expected changes, and consequences if remediation efforts are unsuccessful. Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan will result in program dismissal.

Student Dismissal

The following circumstances constitute some cases of "unsatisfactory" performance and will result in dismissal from the program without an opportunity for remediation.

- A grade of “F” in any required Program of Study course
- More than two grades below a “B” in any required Program of Study courses
- A grade of “C” or below in any clinical course (Pre-Practicum, Practicum, Internship, Supervision. Theory, Supervision, Practicum)
- Failure to successfully meet all requirements of the student’s remediation plan
- Failure of the written or oral doctoral preliminary / comprehensive examination, or of the doctoral dissertation defense
- Any serious ethical violation or unprofessional behavior

Faculty Endorsement of Graduates

We welcome the invitation to provide program graduates with letters of recommendation for professional positions and licensure/certification. Written recommendations will not be given for positions deemed by the faculty as outside the program or expertise of the student. No endorsement will be provided for entry-level employment, which has not been a major part of the student's preparation.

Counselor Licensure and Certification

Certification and licensure refer to a type of credential. Credentials refer to professional preparation and experience as well as the documents that verify that the professional has met certain standards. When you finish your degree in counseling you receive a diploma that shows you successfully completed all the required work in your chosen counseling program. *Meeting specific criteria will help you become certified* (authorized, sanctioned, endorsed) to function e.g., as a school counselor in the state of Wyoming or as a Nationally Certified Counselor (NCC). The Wyoming Professional Teaching Standards Board (PTSB), the National Board for Counselor Certification (NBCC), and other bodies set certification requirements. Successful completion of the Master’s UW school-counseling program means that a graduate has met the specific PTSB standards and you are eligible for certification.

Licensure is a term that is applied to professionals who have met an additional set of criteria. The Mental Health Professions Licensing Board in-keeping with Wyoming state statutes, sets the criteria.

In addition, all UW counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accreditation means that our programs meet the specific standards set by the counseling profession for the preparation of counselors. When last

undergoing review (UW's programs have been continuously accredited since 1982), the department received the maximum accreditation period possible, as has happened for every review cycle. Standards considered in the accreditation process include faculty quality; clinical facilities and instruction; evaluation and accountability; institutional quality; as well as service to the state, nation and world.

Commencement

The University of Wyoming conducts graduation ceremonies to honor those earning degrees at UW. The President of the University of Wyoming System or his/her representative awards graduate degrees. Currently, the University of Wyoming holds commencement ceremonies in May each year.

The Steps to Success

Success in a graduate program requires organization, self-care, and determination. Utilize your advisor, committee, and peers as you progress through the following steps. The steps listed below are to be used as a guide. Each student progresses through the program in a manner and pace that is under the direction of the student.

Year 1

- Obtain doctoral student status and temporary advisor
- Review Doctoral Student Handbook, Student Retention and Dismissal Policy and sign consent form
- Apply for ACA or ASCA liability insurance (required in all clinical courses)
- Join Chi Sigma Iota, ACA, and WCA, ACES, RMACES...
- Select permanent advisor/committee chair
- Select PhD committee
- Develop course timeline
- Present Program of Study to committee
- Solidify clinical skills
- Narrow focus of dissertation
- Form collegial & professional relationships
- Utilize UW resources (Writing Center, ECTL, UCC/Psych. Clinic)
- Develop and maintain balance (family, friends, school, work, spirit, self...)

Year 2 -3/4

- Solidify supervision, teaching and research skills
- Complete comprehensive exams
- Pre-Prospectus meeting
- Prospectus Meeting and Institutional Review Board Approval
- Data collection
- Dissertation defense
- **Graduation!**

Appendices

Doctoral Internship Contract

CACREP 2016 Standards E, F, & G

Student Retention and Dismissal Policy (revised 16 Jan. 2015)

Counseling Program Student Evaluation Form (revised 15 Jan. 2015)

Student Consent Agreement (revised 15 Jan. 2015)

Doctoral Supervised Internship Contract

Date Completed	Required Activities	Electives Activities	Clock Hours/ Date of Completion	Signature of Supervisor and/or Authorized Individual
Counseling				
	Apply for Wyoming Licensing (Speak with advisor if International Student).			
	Observe and/or conduct at least 2 play therapy sessions			
	Observe and/or conduct at least 2 sessions with a couple and/or a family.			
	Observe and/or conduct at least 1 Addiction Severity (ASI) evaluation			
Supervision				
	Complete at least one supervision presentation (e.g., Master's students' class, site supervisor training, etc.)			
Teaching				
	Co-teach at least one didactic			
	Co-teach at least clinical course with different faculty			
Research and Scholarship				
	At least one regional or national conference presentation.			
	Co-author and submit one peer-reviewed			

	manuscript.			
Leadership and Advocacy				
	Membership in at least national counseling organization.			
	Participation in at least one Master's interview and selection to program day.			
Minimal Total			600 hours	

Chair _____ **Student** _____

**This form with the Supervised Internship Initial Plan is required to be completed for the first Doctoral Supervised Internship Class the student attends. If changes in the original plan are made they must be authorized by the chairperson of the student.

CACREP 2016 STANDARDS

INTERNSHIP

E. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least 3 of the 5 doctoral core areas (Counseling, Teaching, Supervision, Research and Scholarship, Leadership and Advocacy).

F. During internships, the student must receive an average of 1 hour per week of individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession.

G. Group supervision is provided on a regular schedule with other students throughout the internship and is performed by a program faculty member.

Student Retention and Dismissal Policy

University of Wyoming – Department of Professional Studies: Counseling Program

Revised 16 Jan., 2015

A student's acceptance into any program does not guarantee his or her fitness to remain in that program. As counselor educators, we have an ethical and professional responsibility to protect current and future clients/students, the profession, and our program by insuring to the best of our ability that all students consistently meet the professional and ethical standards of the field. We do this through regular and ongoing evaluation of students' academic and non-academic performance. The faculty is responsible for assuring that only those students who continue to meet program expectations are allowed to continue in the program. Our goal is to be transparent about this review of student performance.

Evaluating Student Academic and Non-Academic Performance

Academic Performance includes coursework, clinical skills development, and timely progress toward degree completion. These are evaluated through your assignments and final grades each semester, through the Clinical Skills Evaluation form (or Supervision Skills Evaluation form) in your clinical courses, and through your completion of program courses and other requirements needed for successful graduation. A component of this progress requires you to complete a minimum of 6 credit hours per year toward completing your program of study. Under some circumstances (e.g. major life event) you may be unable to enroll in courses for a semester. During these times you should enroll in one credit hour of continuous registration. These hours do not count toward graduation but will keep your status active in the program. You may enroll in a maximum of four credit hours of continuous registration over the course of your program. Exceptions to this rule are made on a case-by-case basis. If you do not enroll in program of study classes for a 12 month period, your status will be deactivated, you will be dismissed from the program, and will need to reapply if you would like readmission. If you need time away from the program, you should apply for a leave of absence from the university.

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- A grade of "C" or below in any clinical course (Pre-Practicum, Practicum, Internship, Spvsn. Theory, Spvsn. Practicum)
- Failure to successfully meet all requirements of the student's remediation plan
- Failure of the written or oral doctoral preliminary / comprehensive examination, or of the doctoral dissertation defense
- Any serious ethical violation or unprofessional behavior

Counseling Program Student Evaluation Form

University of Wyoming – Department of Professional Studies: Counseling Program

Revised 15 Jan., 2015

Student Name: _____ **MS -** **Ph.D. -**

Faculty Advisor: _____ **Date:** _____

- N No opportunity to observe 1 Does not meet criteria * 2 Inconsistently meets criteria * 3 Meets criteria 4 Consistently exceeds criteria

Academic Performance				
Coursework				
• The student earns a grade of “A” or “B” in all required Program of Study courses.	N	1	2	3 4
• The student demonstrates timeliness, attentiveness, and participation in all class meetings, assignments and activities.	N	1	2	3 4
• The student’s performance in all individual and group assignments reflects graduate level work.	N	1	2	3 4
Notes:				
Clinical Skill Development				
• The student demonstrates developmentally appropriate clinical / supervisory skills in work with clients/supervisees.	N	1	2	3 4
• The student demonstrates basic cognitive skills and appropriate affect in response to clients, supervisors, and/or supervisees.	N	1	2	3 4
Notes:				
Progress Toward Program Completion				
• Student is making appropriate progress in coursework and other program requirements toward degree completion.	N	1	2	3 4
Notes:				

Non-Academic Performance				
Professionalism				
• The student relates to peers, faculty, supervisors/ees, instructors, administrators, clients and others in a timely, respectful and appropriately professional manner.	N	1	2	3 4
• The student’s behavior, dress, and language reflect appropriate professionalism.	N	1	2	3 4
Notes:				
Ethical Behavior				
• The student applies legal and ethical standards throughout all program areas.	N	1	2	3 4
• The student respects the fundamental rights, dignity, and worth of all people.	N	1	2	3 4
Notes:				
Self-Regulation				
• The student demonstrates awareness of her/his own emotions, belief systems, values, coping styles, and limitations, and manages these in healthy and appropriate ways.	N	1	2	3 4
• The student takes responsibility for her/his ongoing growth, compensating for deficiencies and demonstrating responsibility for his/her personal wellness.	N	1	2	3 4
• The student demonstrates the ability to give, receive, integrate, and utilize feedback from peers, faculty, supervisors, instructors, clients and others.	N	1	2	3 4
Notes:				

* A rating of “1” or “2” on any criteria will require a meeting with the advisor to develop a remediation plan.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Student Consent Agreement

University of Wyoming – Department of Professional Studies: Counseling Program
Revised 15 Jan., 2015

The course content and experiential activities involved in the Counseling Program are designed to afford students the opportunity to advance their personal, intellectual, clinical, and professional development and functioning. Throughout the program of study, you will be given feedback concerning your personal, intellectual, and professional strengths, weaknesses and performance. This feedback will come from faculty, supervisors, peers and clients. You will be expected to deal with this feedback in a mature and professional manner.

The expectations of the Program's curricula are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various "techniques" or "skills" courses will require that you develop and demonstrate your clinical and professional skills as you work with classmates in role-play situations, with clients in actual sessions, and with supervisors / supervisees. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

Counseling Program faculty members have a responsibility to dismiss students who are unable to render competent service due to academic and/or non-academic performance deficiencies.

If, in the professional judgment of the faculty, a student's academic or non-academic performance (as described in the Retention and Dismissal policy and Counseling Student Program Evaluation form) is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training, faculty will review the performance and behavior of the student and develop a remediation plan. In the case of serious ethical violation or unprofessional behavior, the student will be dismissed without an opportunity for remediation.

I _____ (print student name) have read the most current American Counseling Association Code of Ethics, the Graduate Bulletin, the Counseling Program Student Retention and Dismissal Policy, the Clinical and/or Supervisory Skills Evaluation Form, and the Counseling Program Student Evaluation Form.

I agree that the Counseling Program faculty has the right and responsibility to monitor my academic and non-academic performance as they relate to the standards and expectations of the counseling profession. I agree to participate fully in all courses and the program.

Student Signature: _____

Date: _____

Advisor Signature: _____

Date _____