



University
of Vermont

College of Education
and Social Services

PhD in Counselor Education and Supervision

Student Handbook

2025-2026

Department of Counseling, Human Development & Family Science

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OVERVIEW OF THE PHD PROGRAM

Mission Statement

The PhD in Counselor Education and Supervision (CES) program at the University of Vermont (UVM) prepares diverse counseling professionals to become critically conscious advanced clinicians, educators, clinical supervisors, scholar-activists, and leaders in various academic and clinical settings. Graduates of this program will demonstrate an understanding of the intersectionality of diverse social, economic, and cultural factors impacting the mental health and wellbeing of global communities and the subsequent implications these factors have for the training and practice of professional counselors, counselor educators, and clinical supervisors. The program faculty are committed to recruiting, retaining, and training, students from traditionally marginalized backgrounds to achieve these aims by providing a collaborative curricular experience grounded in social justice principles, student-centered mentorship and supervision, and active modeling.

Program Overview

The PhD in CES prepares counseling professionals to enhance their careers in leadership, advocacy, research and scholarship, and the education and supervision of counselors. The program is distinguished by a commitment to develop critically conscious scholar-activists in the counseling profession.

Graduates are prepared for careers as:

- instructors of counseling in higher education settings
- leadership positions and supervisors in community agencies or schools
- counselors in student support programs, counseling centers in higher education settings, or community settings
- practitioners in private counseling practice and consultation

Graduates of this program will demonstrate an understanding of the intersectionality of diverse social, economic, and cultural factors impacting the mental health and wellbeing of global communities and the subsequent implications these factors have for the training and practice of professional counselors, counselor educators, and clinical supervisors.

The 75-credit hour program is designed for students who have completed a master's degree in counseling or counseling-related fields. The program is designed to be completed full-time in 4 years or part-time in 6 years through face-to-face coursework and internship experiences. The program utilizes a cohort model to curate a community where students support and learn from each other.

Program Values for Equity & Justice

The PhD in CES is fully aligned with the American Counseling Association's (ACA) Code of Ethics and Mission that promotes human dignity and diversity, respect, the attainment of a quality of life for all, empowerment, integrity, social justice advocacy, equity, and inclusion. The faculty are committed to training advocates who are competent clinicians, scholars, educators, supervisors.

Program Dispositions

Professional dispositions are “the commitments, characteristics, values, beliefs, and behaviors that influence the counselor’s professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations” (CACREP, 2024). Students and faculty members are expected to uphold the following dispositions, both within and outside the classroom. Professional dispositions are used as a central point in identifying strengths and concerns. We expect striving for excellence in each disposition. We utilize the acronym **REACH** to remember the following dispositions:

<i>Disposition</i>	<i>Definition</i>
Respect	Demonstrates ability to hold an unconditional regard for others through communication and interactions. Honors professional boundaries and ethical guidelines for the profession. Maintains integrity across professional roles.
Empathy	Demonstrates ability to foster collaboration with peers and colleagues. Accepts mistakes and avoids placing blame on others. Recognizes role and maintains warmth and regard when navigating challenging situations or conflict.
Awareness	Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Maintains professional self-care to enhance wellness and prevent burnout that may impact competency.
Curiosity	Demonstrates active pursuit of learning. Sustains openness to receiving feedback and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors. Recognizes learning is a life-long process.
Cultural Humility	Demonstrates a personal lifelong commitment to openness, self-evaluation and self-critique. Recognizes power imbalances and takes action to redress those imbalances and to develop partnerships with people and groups who advocate for others. Fosters affirmation of other’s cultural beliefs, identities, and values. Holds institutions, even one’s own, accountable.

Program Objectives

Graduates will:

1. Advance their conceptualizations and applications of theories and practices of counseling, integrating intersectionality into a critically conscious clinical approach.
2. Demonstrate knowledge and skills to educate and supervise counseling professionals who are well-equipped to serve, teach, mentor, and/or supervise economically, socially, culturally, and racially diverse members of communities.
3. Exemplify knowledge and skills necessary to conduct impactful research and scholarship relevant to the profession and evaluate their own clinical, supervisory, teaching, and programmatic practices and interventions.
4. Embody professional and ethical leadership through service and advocacy in the counseling profession, local community, and across national and international boundaries.
5. Model a critically conscious counselor educator professional identity with consistent demonstration aligned to UVM counselor education values and professional dispositions.

Student Learning Objectives

Students will:

1. Demonstrate advanced knowledge of clinical counseling theory and models of evidence-based practices through application of culturally-informed, equitable, and inclusive care using the most current technological advances and approaches. (CACREP Standard 6.B.1)
2. Demonstrate advanced knowledge and skills of counseling supervision theories anchored in a social justice framework through application of these practices. (CACREP Standard 6.B.2)
3. Demonstrate advanced knowledge and skills of counseling pedagogy anchored in a social justice framework through application of these practices. (CACREP Standard 6.B.3)
4. Generate new knowledge for the profession through research and demonstrate the ability to publish and present scholarly work in professional forums. (CACREP Standard 6.B.4)

PROGRAM POLICIES

Overview

This PhD Student Handbook offers a detailed description of the UVM PhD Program in CES. It also outlines the most current CES PhD Program practices and policies and includes relevant College and University rules and regulations. The aim of the Handbook is to provide a clear understanding of all facets of the CES PhD Program for interested students as well as to outline Program policies for matriculated students, faculty, and Program staff. The intent is to provide clarity so that all those involved can work together effectively to ensure a high-quality graduate education. The PhD Student Handbook is updated annually, but the CES Program retains the right to change any of the policies or procedures in this Handbook at any time.

Admissions Requirements

Qualified applicants will have earned a master's degree in counseling or a related field (e.g., clinical social work, clinical or counseling psychology). Qualified applicants must have completed at least 700 hours of clinical practicum and internship during their master's degree program.

Please reference the [UVM Graduate College requirements](#) for graduate admission, and the [CES PhD webpage](#) for details on University requirements. International applicants are encouraged to visit the [International Student Admissions](#) webpage for more information.

Through the application process, applicants must demonstrate the following components to be considered for admission:

- Personal statement that clearly articulates career goals related to counselor education and supervision
- Self-awareness and emotional maturity as evidenced by references and interview
- Clear commitment to social justice, equity, and inclusion as evidenced by references, professional experiences, and interview
- Potential for scholar-activism and leadership as evidenced by references, presentations or publications, and other professional activities

Preference for admission is given to students who graduated from a CACREP-accredited master's program. Applicants must have completed Master's coursework in the eight core curricular areas outlined in [Section 2 of the CACREP standards](#):

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development

- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation

Applicants who have not completed a 60-hour CACREP-accredited counseling program may be eligible, but additional coursework will be required during the doctoral program of study.

Applicants who have post-master's degree experience as counselors or in a counseling-related field are preferred. Preference will be given to applicants with certification from the National Board of Certified Counselors (NBCC), state-licensed professional counselors (LCMHC, LPC), and/or licensed/certified school counselors.

Once admitted, students in the CES PhD program may work toward endorsement for counseling licensure (LCMHC) if licensure has not been obtained prior to entering the PhD program. Students can review necessary criteria for the license they seek and plan their programs of study to meet those criteria.

Advising

Each PhD student is assigned a faculty advisor the summer following admission. New students typically begin meeting with their advisor at the start of the program in order to plan classes and to complete various forms. For each subsequent semester, students should arrange to meet with their advisor prior to registering for courses.

Students must maintain a plan of study ([Appendix B](#)) with their advisor. Students are generally advised to follow the program of study template ([Appendix A](#)) on a full-time or part-time basis. Students may deviate from the template in consultation with the advisor, and a petition to modify program of study form ([Appendix C](#)) must be completed and approved by the faculty advisor. When planning a course of study, please note courses in the CES core are offered every other year. Although the advisor works alongside the student, it is the student's responsibility to follow their program of study, attend all informational meetings, and to stay informed about all CES program requirements. Students are urged to contact their advisor whenever they believe a meeting would be helpful. Students will also complete annual review procedures in collaboration with their advisor (detailed below).

Students are also highly encouraged to engage in professional activities beyond coursework (e.g., attend professional conferences, leadership opportunities, scholarly publication). Membership in professional organizations relevant to counselor education and supervision is also encouraged (e.g., [ACES](#), [ACA](#), [ASCA](#), [AARC](#)). The advisor can help students identify and access applicable opportunities.

The role of the advisor is to assist students in navigating program requirements and providing general support throughout their time in the program. The advisor assigned to a student at the beginning of the degree program is not required to be the advisor of the student's dissertation. (See Dissertation policies on p. 26 for more information). Some students may select to work with their assigned advisor through the dissertation, but they may choose another CES faculty member to serve as their advisor later in the degree program. If students desire to change advisors, a protocol is outlined within [Appendix E: Change of Advisor form](#).

Students will complete the Handbook Agreement Form ([Appendix L](#)) within Exxat at the beginning of the first semester of study.

Leave of Absence/Drop-Add

The Graduate College outlines the UVM Leave of Absence policy. Students who seek a leave should meet with their advisor and submit their request for leave in writing (letter or e-mail) to the CES program Coordinator. As per Graduate College policy, the maximum leave is for one year. Please visit the [UVM graduate college leave of absence policy](#) to review further directions and access request of leave forms here in the [InfoReady Portal](#).

Drop/Add of Courses: See [Registrar's Page](#) for specific information and financial implications. Locate forms in the [InfoReady Portal](#).

Transfer Policies

Students may petition to transfer up to 9 credits of relevant coursework towards the PhD in CES. Only those courses in which the grade of B or better was earned can be transferred into the CES PhD program. A petition to modify coursework form and transfer of credit form must be completed and approved by the student's advisor, faculty, and graduate college (see [Appendix C](#) and [Appendix D](#) for forms). Students must provide transcripts for any coursework they wish to transfer, and course syllabi will be requested for review of non-UVM courses.

Faculty will review the course syllabi for final decisions regarding transferability of courses taken outside of UVM. Even if a course previously taken is on a similar topic, the approval of transfer credit is not a guarantee. CES faculty will only approve the transfer of coursework that meets equivalent standards to those within CES PhD curriculum. As per University policy, transferred credit GPAs are not averaged into the matriculated student's GPA.

No more than 9 credit hours are allowable for transfer. The following courses are not eligible to transfer: doctoral internship and dissertation research.

Students may take CES PhD program courses prior to enrollment in the CES PhD program as non-degree seeking students. This requires pre-approval from the course instructor and communication with the CES program coordinator. If the student is successfully admitted into the CES PhD program, the previously completed course(s) may be transferred towards the 75-credit hour CES PhD program. The transfer credit form and petition to modify program form must be completed and approved by the advisor, faculty, and graduate college.

Grading Policies

The University of Vermont requires that a letter grade be submitted to the Registrar at the end of each semester as an indication that a student has completed a course. The basis for determining a grade is described in the individual syllabus for each course, and is an indication of the extent to which a student has met the objectives and requirements of that course. In general, an “A” indicates excellent work; a “B” represents good work that meets the expected requirements of the course; a “C” indicates fair work in a course; and an “F” is given when a student has failed to meet the basic requirements of a course or has not adequately met all course requirements. A plus (+) or minus (-) may be used to further designate levels of achievement. The CES program assigns a grade of “S” (satisfactory) or “U” (unsatisfactory) for the Doctoral Internship course.

An incomplete (“I”) may be assigned if the student’s work is satisfactory but the student is unable to complete all course requirements before the end of the semester. This option may be exercised in cases when illness, emergency, or other extenuating circumstances prevent the student from completing a course on schedule. The Dean of the Graduate College must grant permission for an incomplete and has the right to set a deadline for the course completion. In most cases, the faculty who grants the incomplete designates a date for when all course work must be satisfactorily completed. Graduate College policy states, “In no case shall this time be set longer than the beginning of the corresponding semester of the next academic year.”

A grade of XC (extended course) may be given to the whole class when the nature of the work is such that it is impossible to complete all requirements within the regular time limits of the course. This may occur, for example, when there is a final project/class beyond the end of the regular semester. This is rarely used in the CES PhD Program.

According to the UVM Graduate College Catalogue, “a candidate for a graduate degree must complete the program with a minimum overall grade-point average of 3.0.” The CES PhD program policy is that “A student may be dismissed from the CES PhD Program if two grades or more are below a B or the designation of “U” in a Seminar is received.” Furthermore, “a course may be repeated for credit only when failed and only once.” In this situation, the second grade (along with the original grade) will be averaged into a student’s grade-point average, and both grades remain on the student’s permanent transcript.

The Graduate College assigns quality points as follows:

A+	4.0
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
F	0

Students have the right to appeal a grade. More detailed information is available on the [Grade Appeals Policy](#) webpage.

Attendance

CES instructors expect PhD students to attend all classes. The CES PhD program policy on class attendance is as follows:

- Students are allowed one absence from class and must inform the instructor, prior to class if possible, of the reason for the absence. Typically, this is for illness or emergency situations.
- A second absence may be excused only if the instructor is convinced sufficient reason exists; the instructor may use their discretion in granting the excused absence.
- A third absence, or unexcused absence, will result in lowering of the student's final grade by one letter.
- A fourth absence will result in dropping the student from the class without credit.

As per UVM policy, students can miss classes that are held during religious holidays, provided that this request is submitted prior to the start of a course.

In all cases, the student is responsible for contacting other class members to get notes, handouts, and assignments from class and to promptly make up any work missed due to absences. Course instructors are not responsible for nor expected to meet with students to catch up on missed class materials.

Please note that students are asked not to attend class if they are ill and/or if they have tested positive for a contagious illness. Please follow current UVM guidelines regarding COVID policies.

Writing Policies

Students in the CES PhD Program are expected to write well. Clear, organized writing is one way to demonstrate and refine good critical thinking skills. Good communications skills are at the core of what we do as counselor educators, and writing is one form of communication used in the counseling profession. The APA writing format as described in the *Publication Manual of the American Psychological Association* (latest edition) is required throughout the program.

It is expected that students have good writing skills when they enter the CES PhD Program and it is our hope that students will become excellent writers by the time they graduate; writing assignments and feedback are designed, in part, to fulfill this goal. CES faculty helps students learn to write clear, thoughtful, substantive, well-organized, scholarly papers and reports by providing feedback on written work and sometimes offering students an opportunity to rewrite certain assignments. However, faculty are not in a position to teach basic writing skills for graduate students. Students who are not able to meet the writing standards in their classes will be expected to seek assistance from appropriate sources (e.g., a tutor trained to teach writing skills, the [UVM Writing Center](#)).

We recommend that all students take steps to improve their writing where necessary throughout their studies in the CES PhD Program. In addition, we recommend that all students purchase a copy of the *APA Publication Manual* (latest edition) and read the first two chapters before beginning their course work. This book is a required text for all CES PhD students.

American with Disabilities Act

In keeping with University policy, any CES PhD student with a documented disability interested in utilizing accommodations should contact [Student Accessibility Services](#) (SAS), the office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student's accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan. Contact SAS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; or www.uvm.edu/access.

Annual Review

Students are evaluated on a yearly basis by CES faculty. Faculty evaluate each student's academic performance, performance in applied-practice, and professional dispositions and behavior. Components of the review will include (see [Appendix J](#) for forms):

- student self-assessment of academic progress, supported by relevant documentation, and articulation of goals for the following year;
- a written review prepared by the advisor and/or CES faculty, centered on an assessment of degree progress, assessment of professional dispositions, student strengths and areas for improvement, and goals for the coming year;
- an opportunity for the student to discuss this review in person with their advisor and to comment further on the written review during and/or after the meeting;
- documentation signed and filed within the Exxat system and Graduate College; includes assertion that the student completed or updated their individual development plan (IDP).

In addition to completing the aforementioned components, students may be asked to provide other documentation to assist faculty with their review. Advisors will provide student feedback on an annual basis, and CES faculty will follow gatekeeping and remediation procedures as needed.

Student Behaviors

CES PhD students are expected to maintain conscientious and responsible behaviors in the classroom, clinical placements, and any professional environment* where the student is representing UVM. The CES PhD program aims to foster conscientious and responsible behaviors that students will apply to their work as professional counselors and aspiring counselor educators. Students are expected to engage the following behaviors in alignment to our professional dispositions: REACH. In the spirit of flattening power structures and patriarchal hierarchies, please know that faculty hold themselves and each other to the same standards.

1. Responsibility for Learning and Practice

Students are expected to actively engage their coursework, clinical experiences, and scholarship activities. Students are expected to take ownership of their learning and seek out additional support and resources when needed. Students adhere to University policies on academic integrity and avoid cheating, dishonesty, and plagiarism.

Collaborating will be a key component to work through the CES PhD program and beyond as a counselor educator. Collaboration will require students to be vulnerable, respect other's opinions, fairly divide work, be mindful of the space one takes up, and utilize a decolonized model of non-violent communication when conflict arises.

Students may use technology to support their learning in the classroom [except when prohibited by an instructor]. Students are required, however, to limit distractions and refrain from using social media, email, and other web-based non-essential platforms during class and professional activities. Students are mindful to silence mobile devices

during class and clinical experiences, except in cases of emergency where the instructor or supervisor is made aware.

Students are required to follow UVM policies for alcohol, cannabis, tobacco, and other drug use. Students who attend classes, clinical experiences, or other professional engagements while intoxicated will not be tolerated. In these cases, students may be asked to leave the professional space. Students are subject to gatekeeping and remediation procedures in these instances.

2. *Open, Respectful, Non-Violent Decolonized Communication*

Students are expected to communicate with peers, faculty, and supervisors in an open, respectful manner that may sometimes entail using the Decolonized Model of Non-Violent Communication with intention (see pg. 17).

University email, Teams and Brightspace are the formal communication platforms used in the CES PhD Program.

Reply promptly to emails requiring response. Send follow up emails politely as needed but be mindful that others may have varied time commitments. A good guide for time length is three business days for faculty and one week for professional contacts.

Be respectful of others' boundaries around communication after typical working hours. Unless faculty and supervisors inform students otherwise, students should not expect faculty to respond to correspondence outside of typical working hours: 9am-5pm, Monday-Friday.

3. *Punctuality and Organization*

Students are expected to be on time to class, clinical experiences, and all professional activities associated with the CES PhD program.

Students are expected to follow through on tasks they commit to doing. Students are encouraged to only commit to what one can reasonably deliver.

4. *Respect your Community*

Cultural humility is key. Counselors are lifelong learners. Students are expected to listen with the curiosity, intention, and assuming good faith of each other. We strive to build a

diverse professional network, and we benefit from learning from others whose views may be different than our own.

Support your learning community. Spend time with your peers, learn about their experiences in the counseling profession, and strategize how to lean on each other through the program and beyond. The cohort model is designed to support students during the program, but it also provides a network of professionals to rely on post-graduation.

Pursue a disposition of kindness and curiosity. Be courteous of others. If students are experiencing challenges related to relationships with peers or faculty, please follow our procedures for *Student Concerns* outlined on p. 16-17.

Be mindful of your virtual presence. *Nothing posted online is truly private.* Anything could be viewed by future employers. Students should consider the image they are cultivating before posting. On all public social media accounts used during this program, students are expected to uphold standards of conscientiousness and responsibility that meet UVM and professional codes of conduct.

Avoid dual relationships. Students must be mindful of the power and privilege inherent to their role as PhD students. Per UVM policy on amorous relationships, PhD students are not permitted to engage in romantic, sexual, or affectional relationships with MS students. PhD students are required to teach and supervise MS students while in the program; thus, entering a non-professional relationship would be an abuse of power. In the case a PhD student has a pre-existing romantic, sexual, or affectional relationship with a MS or another PhD student, that student is required to inform the faculty of the relationship in order to maintain professional boundaries. Likewise, CES faculty will follow UVM policies for professional boundaries with students.

5. *Maintain your Wellness*

It is imperative that students preparing to be counselor educators are able to maintain a level of wellness that allows them to be mentally present and available for work in the field, in the classroom and in other counselor educator roles. If students are unable to maintain their wellness (because of mental health challenges, substance use issues, etc.), they are advised to seek support. Advisors can help students find the support they need and address any necessary changes to the program of study. Students are encouraged to participate in their own counseling, which is freely accessible through CAPS.

Student failure to maintain ethical, conscientious, and responsible behaviors will be subject to gatekeeping and remediation procedures outlined on p. 17.

*Professional environment is defined as both physical and virtual spaces. Physical professional spaces include, but are not limited to: UVM buildings, professional conferences, and community clinical placements. Virtual professional spaces include any social media profiles and web-based discords. Correspondence via social media can be subject to professional behavior policies, particularly if PhD students are communicating with other UVM students or staff or professional counseling partners and networks (e.g., community counseling clinics, Vermont K-12 schools, or counseling professional organizations).

Student Concerns

On occasion, students may experience concerns with specific aspects of the CES PhD program, or academic or interpersonal difficulties with other students, faculty, staff, internship personnel, or with course materials and/or expectations that need to be discussed and or redressed. We welcome these discussions. As future leaders in the field Counseling, we also expect students address any problems that emerge as soon as possible and in a respectful, and non-violent¹ manner.

The process used to resolve problems in the CES PhD program is:

1. Using a decolonized approach to non-violent communication, the student should speak to the faculty, staff or students most directly involved in the problem if appropriate; if not resolved
2. The student should speak to their advisor; if not resolved for further recommendations
3. The student should speak to the Chair of the Department; and if not resolved for further actions and recommendations
4. The student should speak to the Dean of the College of Education and Social Services for further actions and recommendations

*Note that if the nature of the concerns is related to ethical issues or unprofessional behavior by a faculty or staff member, the student should skip step 1 and 2 and contact the Department Chair directly.

If a concern or dispute is related to sexual misconduct and assault, dating and relationship violence, stalking, and other forms of gender-based harassment or discrimination, students are encouraged to consult with their advisor and advised to follow University Title IX procedures for reporting and processing.

¹ A decolonized approach to Non-Violent Communication entails awareness of intersectional dynamics, somatic awareness, non-evaluative observations, I feel statements, I need statements, and concrete requests.

If a concern or dispute is related to any other form of discrimination or harassment, students are encouraged to consult with their advisor and advised to contact the UVM office for Affirmative Action and Equal Opportunity (AAEO) for reporting and processing. UVM also has other offices and services available to respond to specific concerns: the Counseling & Psychiatric Services (CAPS), the Mosaic Intercultural Center, and the Interfaith Center.

Gatekeeping and Remediation Procedures

The CES faculty fully intends for all matriculated students to successfully complete their studies. However, students whose work is of marginal quality, whose skills are not adequately developed or not appropriate for practice, or students who demonstrate behavior that does not meet CES program expectations for what is required to become counselor educators, may be asked to slow down their sequence of classes, to repeat a specific class, to follow a specific plan for remediation, or may not be recommended for continuation in the program. The ethical guidelines of the American Counseling Association (ACA) require faculty to continuously monitor and evaluate “academic and personal limitations of students and supervisees that might impede performance” as a professional counselor (F.3.a), and to react to concerns by providing options for remediation or, if necessary, dismissing a student from the program.

In the CES PhD program, evaluation of students is an ongoing process that begins with admission and continues until graduation. Along with the traditional academic indices of student progress through coursework and assignments, students’ interpersonal and intrapersonal functioning and dispositions are periodically reviewed and evaluated according to Appendix I: Professional Disposition Evaluation. Evaluation in these areas takes place as part of most courses, and faculty also meet annually to evaluate each student’s professional dispositions while in the program.

Accumulation of credits and satisfactory grades alone are not a guarantee of successful program completion. Academic evaluation for the successful completion of this program is **only one** component of developing counselor educator competencies. Certain non-academic conditions may impair the student’s ability to work with others in classes or internship settings. For this reason, should the instructor note any impairment in judgment, interpersonal attributes, or cultural humility, this will be brought to the attention of the student and measures may be required for remediation.

A definition of impairment follows:

Overholser and Fine (1990) indicate that impairment is evaluated in five areas: A serious deficit in any of the following: i) factual knowledge, ii) generic clinical skills, iii) orientation-specific technical skills, iv) clinical judgment and v) interpersonal attributes.

An operationalized definition of impairment for interpersonal attributes is offered and adopted from Frame and Stevens-Smith (1995) as:

1. inability to be open, flexible, respectful, and non-violent in their communication (**Respect**)
2. unwilling to accept and use feedback (**Curiosity**)
3. unaware of impact on others (**Awareness**)
4. inability to deal with conflict (Respectful DNVC Communication) and accept personal responsibility (**Cultural Humility, Awareness**)
5. inability to express feelings effectively, respectfully and with cultural humility (Respectful DNVC Communication, **Empathy**)

If a concern surfaces at any time about a student's progress, ethics, behavior, professional skills, cultural humility, or if any other problems surface, CES faculty will collectively discuss ways to address the concern and make recommendations to the CES Program Coordinator. Thereafter, either the CES Program Coordinator, advisor, or the student's course instructor will communicate with the student about the concern, allow the student to respond to the concern(s), and ultimately review and decide upon the best path forward to address the concern, up to and including remediation and/or termination. Alternatively, faculty may request that a student meet with them as a group to discuss concerns, allow the student to respond to those concerns, and to outline an appropriate course of action. This request must be approved by the full faculty.

The basic objective of the above outlined process is to determine, when possible, a plan of action that is satisfactory to both the student and the CES faculty, given the evaluative role that the faculty have in a professional preparation program. It is expected that students will take full responsibility for correcting any identified concerns and that they will ask for help when necessary. Faculty will take all possible steps to work with students in a supportive, respectful, and growth-enhancing way in addressing concerns. FERPA policies will be upheld to protect student confidentiality.

Where concerns raise to the level of formal remediation or termination, the course of action recommended by the full faculty will be discussed with the Chair and forwarded, in writing, from the CES Program Coordinator to the Dean of the Graduate School. The Dean of the Graduate School may discuss the matter with the student and the CES Program Coordinator or faculty. The Graduate School Dean may also decide to hold a meeting at which both the student and/or CES Program Coordinator are present. The Graduate Dean may uphold the recommendation of the CES Program Coordinator and faculty, modify the recommendation, or decline the recommendation, and shall render a decision, in writing, to the student and the CES Program Coordinator.

Where a remediation plan has been established, the student will be asked to meet periodically with their advisor or another member of the faculty to follow up on the progress in attaining desired goals and the advisor will keep the CES Program Coordinator apprised of plans and developments. The nature of the concern and the plan of action to address the concern will be documented in writing and the documentation will be placed in the student's file. The plan for remediation may be revised by consensus of the faculty, as appropriate, as progress is made, following consultation with the student. Failure to achieve the goals of a remediation plan, or otherwise complete the identified tasks in a remediation plan, may lead to further action by the CES Program, up to and including termination.

If a student is dissatisfied with the decision of the Graduate School Dean, they may appeal that decision for the following reasons:

1. A procedural error unfairly and materially affected the outcome
2. Material evidence has been discovered that was not reasonably available at the time of the decision or
3. There was a clear abuse of discretion on the part of the Program faculty, CES Program Coordinator or Department Chair.

Appeals must be articulated in writing and submitted within five (5) business days of the written decision from the Graduate Dean. The appeal must articulate a rationale and include any documentation that may support their position. Failure to do so may result in dismissal of the appeal.

The Graduate Dean may elect to discuss the matter with the student and the CES Program Coordinator and/or Department Chair. The Dean can also invite the CES Program Coordinator or Department Chair to submit a statement. The Dean shall consider both statements and may also decide to hold a meeting at which both the student and CES Program Coordinator or Department Chair can respond to the other's written statements, and to any questions the Dean wishes to pose to them. Thereafter, the Dean will render a written decision. The appeal decision may uphold the decision of the CES Program, modify the decision, or overturn the decision. The appeal decision rendered by the Dean is the final action taken by the University.

Endorsement Policy for CES Graduates

CES program faculty, at the discretion of individual faculty members, may provide a reference (i.e., a verbal or written recommendation) upon student request in order for students to gain employment or credentials. Students should be aware of faculty commitment to the ethical principle of veracity, and bear in mind that student display of professionalism and dispositions in their interactions with others may inform a faculty member's decision to provide an

endorsement, or the nature of the endorsement provided. Students should seek endorsement only for employment and credentials that are appropriate given their training, coursework, and supervised experience. Students and graduates of the CES PhD program will be endorsed by faculty only for positions or credentials for which they have been adequately prepared.

Accreditation and Evaluation

The CES PhD program is currently seeking CACREP accreditation, with an anticipated decision by 2028. The program objectives and curriculum are designed in alignment with CACREP 2024 standards. Per CACREP policy 5.a, students graduating within 18 months of accreditation conferral will be verified as completing CACREP program requirements.

Evaluation Software

Students will utilize Exxat Prism, a data management and assessment software system. The College of Education and Social Services (CESS) has adopted the assessment software system to complete programmatic tasks, as well as to enhance the integration of technology into the curriculum in the College. Exxat is utilized in the college as the repository for student records, electronic evaluation of internship experiences; in some courses students use the system to develop and submit assignments, access course information, build portfolios, and access content after graduation. As a program aligned with CACREP 2024 standards, Exxat is necessary to collect data and documentation of student outcomes required by CACREP. Exxat acts as our information system that helps to organize and analyze this required data.

Graduate Assistantships and Funding

Students are encouraged to seek funding to support their matriculation through the CES PhD Program. The College of Education and Social Services provides some guidance for funding opportunities on their webpage. The UVM Graduate College website also provides information about funding opportunities.

The CES PhD program has few graduate assistantship positions each year. These positions are either 10-hour (0.25 FTE) or 20-hour (0.5 FTE) graduate assistantships that offer partial to full tuition remission and a stipend. For more information, please visit the UVM graduate catalogue financial information here. Some CES faculty may have additional positions available, and students are encouraged to inquire about open positions each year.

There are external scholarship and fellowship opportunities available to CES PhD students as well. A notable funding opportunity for students from traditionally marginalized backgrounds is with National Board for Certified Counselors Foundation: Scholars and Fellows Programs.

Students are also encouraged to pursue funding for research-related activities throughout their degree program. The UVM Graduate College offers mini-grants for students presenting their scholarly work at conferences or meetings. Organization scholarships and grants (e.g., ACES, AARC, CSI) are an excellent resource to fund the development and dissemination of student research. Students are encouraged to consult with their advisor about opportunities for funding.

Student Resources

Students are encouraged to utilize UVM support offices during the course of their study.

- University Title IX procedures
- Affirmative Action and Equal Opportunity (AAEO) office
- Counseling & Psychiatric Services (CAPS)
- Division of Intercultural Excellence (includes intercultural centers)
- International Student Services
- Student Accessibility Services
- Center on Disability and Community Inclusion
- University Writing Center
- Center for Teaching and Learning
- Institutional Review Board (IRB) Office
- CITI Training (required to conduct human-subjects research)

The Graduate college provides resources specifically for graduate students as well.

PROGRAM REQUIREMENTS

The CES PhD program requires 75-credit hours of graduate study beyond the master's degree. If students entering the PhD program do not meet master's degree requirements outlined in the [admissions requirements](#) section above, additional coursework will be necessary to meet requirements prior to graduation. Students typically complete the CES PhD program in 4-6 years. UVM requires PhD students to complete their degree within 9 years of matriculation.

Coursework

The CES PhD coursework includes core courses and additional required courses (see Table 1 below). Core coursework includes 15-credit hours in CES subjects, 6-credits in doctoral internship, 6-credits in teacher preparation, and 6-credits in research methods. Additional required coursework includes 6-credits in professional preparation, 6 additional credits in research methods, 9-credits in elective study, and 21-credits of dissertation research.

Programs of study templates with sequencing of coursework for part-time and full-time study are detailed in [Appendix A](#). When planning a course of study, please note courses in the CES core are offered every other year.

Table 1. 75-credit hour Curriculum

Counselor Education & Supervision Core		15
CNSL 7040	Diversity, Equity in Cou Ed	
CNSL 7050	Leadership in Cou Ed	
CNSL 7060	Counseling Theory & Research	
CNSL 7200	Advanced Group and Supervision	
CNSL 7210	Clinical Supervision Theory & Practice	
Teacher Preparation Core		6
EDHI 6850	Seminar in Higher Education	
EDHI XXXX	Higher Education Elective	
Research Core		6
EDRM 6110	Qualitative Research I	
EDRM 6210	Quantitative Research I	
Additional Research Courses		6
Students select 2 6000-level EDRM courses in consultation with advisor		

Doctoral Internship Core		6
CNSL 7991	Doctoral Internship	
Professional Preparation		6
CNSL 7020	Professional Writing	
CNSL 7100	Professional Identity Cou Ed	
CNSL 7110	Pathway to the Professoriate	
EDLP 7090	Dissertation Writing Seminar	
Electives		9
Dissertation Research		21
CSNL 7491	Doctoral Dissertation Research	
Total		75

Completion of coursework is only one component of the program requirements necessary for degree completion. Additional requirements include successful passing of the comprehensive exam, dissertation proposal, and dissertation defense. Requirements for the comprehensive exam and dissertation are detailed in separate sections on p. 26 and p. 28.

Research Requirements

Students are required to complete at least 3-credits in qualitative research and 3-credits in quantitative research. An additional 6-credits of research coursework are required, but students may choose which courses they take. Students are encouraged to consult with their advisor on research coursework that best meets their needs as they work towards the dissertation. The general guideline is to take additional research coursework on the method the student aims to utilize for the dissertation.

Students are required to complete CITI training during the first year of study.

Electives

Students are required to complete nine (9) elective course credits. Elective courses may be any graduate level courses relevant to CES across the University with advisor approval. With advisor approval, students may take additional teaching or research related courses to meet the elective requirement. Students may also take classes in the UVM Counseling MS program that they did not complete during their master's degree program towards graduate credit. Students who do not yet hold professional counseling licensure (LCMHC, LPC) are encouraged to identify elective courses that meet requirements for endorsement towards licensure.

INTERNSHIP

Please reference the Doctoral Internship Handbook on the CES program website for detailed requirements, policies, and forms.

General Overview

Students are required to complete a minimum of 600 hours of internship (in required areas of teaching, supervision, clinical counseling, and an open option that may include leadership/advocacy).

Internship experiences will be completed over the course of two semesters (300 hours each semester) during the program of study. Students are expected to complete two areas of internship (e.g., teaching and supervision) in each semester they are enrolled in the CNSL 7991 internship course. For the supervision internship, PhD students are required to complete a minimum of 150 hours during one semester; students will supervise master's degree students in school or CMHC programs who are in either practicum or internship. For the teaching internship, PhD students are required to complete a minimum of 150 hours during one semester; students will teach or co-teach an undergraduate or master's level counseling course. For the clinical counseling internship, students are required to complete 150 hours, 60 of which are direct service to clients. An additional 150 hours of internship is required, but students may choose which area to complete the internship (i.e., teaching, supervision, counseling, or leadership/advocacy). Counseling and leadership/advocacy internships are collaboratively designed by the student and faculty.

Students are required to maintain professional liability insurance throughout the program. Further details and instructions are included in the Doctoral Internship Handbook.

COMPREHENSIVE EXAM

The purpose of the comprehensive exam portfolio is to assess student competency across the five core areas of Counselor Education and Supervision Practice (i.e., Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy). The comprehensive exam serves as one of the requirements for admission to candidacy.

Students are eligible to complete the comprehensive exam once they have completed the following coursework: CES core, teacher preparation core, research core, and doctoral internship.

Components

The comprehensive exam portfolio evaluates student knowledge and skills across the CACREP areas for doctoral study. The portfolio will include a compilation of course assignments and/or artifacts, and essays applying knowledge to case studies. During the semester in which a student engages the comprehensive exam, CES faculty will provide a series of five case studies (each covering one of the five CES areas of practice) with prompts that focus on applying theoretical frameworks to practice. Students will have one week to complete their essay responses to each case study and attach them with relevant artifacts to complete the portfolio. Students submit their comprehensive portfolio to their comprehensive review committee and engage in an oral exam after review.

Detailed instructions regarding the comprehensive exam portfolio will be provided to students during coursework and/or additional meetings facilitated by the CES program coordinator.

Timeline

Full-time PhD students will complete the comprehensive exam during the fall semester of their third year of study. Part-time PhD students will complete the comprehensive exam during the fall semester of their fifth year of study.

Students will utilize course assignments and/or artifacts from semesters prior to the current comprehensive exam semester. The additional component of writing and submitting essays will take place over one week. An additional two weeks is required for committee review and the oral component of the exam. In total, the comprehensive exam period duration is three weeks.

Review Committee and Evaluation Procedures

Students are required to have a comprehensive review committee of three CES faculty. One committee member is the advisor. The student may select two other CES faculty to serve on their comprehensive review committee. An UVM affiliate or adjunct faculty who holds a PhD in Counselor Education and Supervision may be eligible to serve on the comprehensive review committee. Approval from the CES program coordinator is required.

Students may receive a pass, conditional pass, or fail. Following a successful pass, completion of the comprehensive exam form (Appendix F) must be completed by the advisor and submitted to the graduate college. If a student fails any area of the exam, the comprehensive review committee will create a formal remediation plan. Remediation must be completed before the student can retake the failed area(s), and the retake date must be approved by the committee. Students who have not passed all five sections after the second attempt will be dismissed from the program.

Admission to Candidacy

PhD students must successfully complete the following tasks in order to be granted admission to candidacy: 1) completion of core areas of program of study, 2) successful passing of the comprehensive exam, and 3) successful passing of the dissertation proposal.

DISSERTATION

The CES PhD Program utilizes the Journal Article Format for the dissertation. Please consult the Electronic Thesis and Dissertation Guidelines for specific information on this format (pp. 13-14). UVM requires graduate students to adhere to university requirements for format and appearance.

Dissertation Advisor and Committee

Students should choose a Doctoral Committee Advisor after successful completion of the comprehensive exam. At this time, the Doctoral Committee Advisor assumes responsibility for serving as academic advisor also. With guidance from the Advisor, the student then identifies, solicits, and secures committee members to facilitate their research interests and vocational goals.

The dissertation committee must consist of at least four UVM graduate faculty members. At least two members must be CES faculty. At least one committee member must serve as the methodologist for the dissertation.

The dissertation chairperson must be from outside the student and the advisor's department and graduate program. The defense examination committee must be approved by the Graduate College. Students must submit a Defense Examination Committee Membership Form (Appendix G) at the beginning of the semester in which a student plans on defending; the committee form must still be current at the time of the student's defense. A new form must be submitted if the dissertation committee changes.

Components

Students are required to complete 21-credit hours of dissertation research. The dissertation involves two manuscripts prepared for publication, an oral dissertation proposal, and an oral dissertation defense.

Manuscript Requirements

The dissertation consists of two (2) manuscripts. Manuscript 1 is an integrated and thorough review of the literature on the dissertation topic(s). Students should utilize an applicable methodology for Manuscript 1 (e.g., systemic literature review, content analysis). Steps to prepare Manuscript 1 include:

- Define the topic(s)
- Create research question
- Create purpose statement
- Identify keywords

- Conduct the literature search (consider focus, comprehensiveness, relationship to research question)
- Read and annotate
- Identify themes (chronological, within constructs, across constructs)
- Highlight what is known and identify gaps in the literature
- Conclude with implications for research and practice

Manuscript 2 is an original research study conducted by the student. Components of Manuscript 2 include:

- Introduction and brief literature review
 1. Introduction of topics
 2. Brief overview of constructs
 3. Key study review
 4. Statement of problem
 5. Purpose of study
 6. Research questions
- Method
 1. Research questions
 2. Participants
 3. Instrumentation
 4. Procedures
 5. Data analysis
 6. Positionality
- Results/Findings
- Discussion
- Limitations
- Implications for future research and practice

For the completed dissertation document, students may be required to include appendices to extrapolate on certain constructs (e.g., extended methodology, extended positionality) that are not fitting for a manuscript prepared for publication. The dissertation Advisor will advise the student accordingly.

Proposal

Completion of Manuscript 1 and the introduction and method sections of Manuscript 2 are required for dissertation proposal. Once the student has completed documents and the dissertation Advisor has approved, the student schedules the oral proposal meeting. The date, time, and place are coordinated with committee members. The student is responsible for

contacting the Counseling program specialist (cslgprog@uvm.edu) and the full committee with the final date, time, and location of the proposal meeting.

The proposal meeting provides a forum for feedback from committee members to ensure that the student has a clearly defined research focus/topic, well-formulated research design, familiarity with the existing literature, and sufficiently developed research methodology. Passing of the proposal is dependent on committee members agreement on the study's feasibility and student's ability to complete the dissertation.

IRB Approval

Permission must be granted by the University before research can be conducted. Permission is sought by completing and submitting an IRB Application in [UVMClick](#). Please visit the [UVM Research Protections Office webpage](#) to obtain necessary documents and consult resources.

Defense

Manuscript 1 must be submitted for publication and Manuscript 2 must be completed in order to conduct the dissertation defense. The student will submit their dissertation document to the dissertation committee for review at least 14 days prior to the defense date. The dissertation defense is open to the public. The dissertation defense includes two segments: 1) a 25–30-minute presentation of the dissertation study by the student, detailing the study's rationale, design, results/findings, and implications; 2) the presentation is followed by an opportunity for questions and discussion with the audience and committee members.

Timeline and Evaluation

Proposal

Students are ready for the dissertation proposal with approval from their Advisor. Students must send their documents (Manuscript 1 and the method section for Manuscript 2) to their dissertation committee at least 14 days prior to the oral proposal date.

The proposal meeting is directed by the Dissertation Chairperson and Advisor. The proposal meeting outline and approval steps are as follows:

1. Brief welcome, remarks by the dissertation Chairperson/Advisor
2. The student conducts a brief presentation orienting the dissertation committee to the dissertation topic, guiding literature, research design, and methodology. Any committee member recommendations should be noted by the student and Dissertation Advisor.
3. The dissertation Advisor requests that the student leave the room for the committee to discuss and form consensus regarding the proposal. If all committee members approve,

they will sign the Dissertation Proposal Approval Form ([Appendix G](#)). Should substantive changes and/or revisions be required, members will NOT sign the form until all changes have been made. The “revised proposal” will be re-presented to the dissertation committee at a second dissertation proposal meeting or circulated electronically for final approval.

4. Upon approval by the Dissertation Committee, the signed Dissertation Proposal Approval Form and final dissertation proposal are sent the Counseling program specialist and placed in the student's file. If the research involves human subjects, the Institutional Research Board materials with the signature of the Dissertation Advisor must also be submitted.

It is recognized that the student is likely to encounter circumstances as the research project progresses that will necessitate changes in the research project. If these changes involve more than simple wording (e.g., sample size, statistical methodology change, time frame alterations), the student must file an amended proposal document along with the original document and a revised approval sheet must be completed and signed by the committee. The doctoral candidate must ensure that copies of the accepted prospectus and all revisions are on file in the student's program file.

Defense

Students must complete multiple steps for the dissertation defense prior to graduation. The updated timetable for defense is found at the [Career Center Academic Resources page](#), under “Academic Support” tab, “Timetable for Thesis/Dissertation Students (PDF).” In the semester the student intends to graduate, the student is responsible for submitting the [Intent to Graduate Form](#) ([Appendix H](#)) to the Graduate College and notifying the Counseling programs specialist. This step likely occurs prior to scheduling the defense.

The dissertation Advisor must approve that the student has completed all necessary components to successfully defend the dissertation. The dissertation defense outline and approval steps are as follows:

1. With advisor approval, the student submits their dissertation document to the graduate college (gradcoll@uvm.edu; SU: Format Check) for record and format checks. The format check must be scheduled with the Graduate College three at least (3) weeks prior to the scheduled defense date.
2. The student and Dissertation Advisor determine the date and time of the dissertation defense. There must be at least a 3-week period between readiness to defend and the actual defense date. Once agreed upon by the dissertation committee, the student notifies the Counseling program specialist (cslgprog@uvm.edu) to arrange a room and equipment

needs. Students should be aware of the final permissible defense date in order to graduate each semester. (For a spring graduation, all components of the dissertation defense must be completed by early-April.)

3. The student must email a dissertation abstract with the Defense Notice Form ([Appendix G](#)) at least three weeks before the defense date to the CES program coordinator, who, with the Graduate College, will publicly announce the defense.
4. The student will submit their completed dissertation document to the dissertation committee for review at least 14 days prior to the defense date. Committee members may request to receive the document earlier.
5. The dissertation defense meeting occurs, with facilitation by the Dissertation Chairperson and Advisor. The student provides a presentation of their study and responds to committee questions as outlined in the “Components” section above. At the conclusion of the question and discussion segment, the Chairperson invites the student to leave while the committee deliberates on their performance.
6. The Dissertation Advisor polls each committee member about desired revisions and, following the defense, informs the student of the expected changes.
7. The committee decides one of the following:
 - Pass - minor or no editorial revisions of written document
 - Pass - more substantive revisions of written document
 - Fail - major revisions necessary prior to second and final defense option
 - Fail - inability to explain or justify the research, further preparation necessary prior to second and final defense option
8. The student is invited back into the room, and the Chairperson or Advisor share the committee’s decision.
9. When the revisions have been successfully completed, the Dissertation Advisor will:
 - (Minor revisions) contact each committee member individually to determine acceptance of the revisions, or
 - (Major revisions) call a meeting of the committee with the student present to review the revisions.

The dissertation committee is responsible to judge the quality of the student's work and recommend approval of the dissertation. All differences of opinion shall be handled by the committee as a whole with the Dissertation Advisor guiding the student through agreed upon required changes. In cases where consensus is not possible, dissenting members have an option of not signing the dissertation approval form. This option shall be exercised very rarely; it is anticipated that differences will be resolved within the committee. In special cases, the CES program coordinator may be consulted for assistance in resolving committee conflicts.

In the case of a failed oral defense, the committee shall approve the scheduling of a second defense no sooner than four weeks from this point in time. The committee must have a copy of the revised dissertation at least 21 days prior to the re-scheduled defense.

After a successful dissertation defense, the student must:

1. Submit the electronic copy of their dissertation to the Graduate College within three weeks of the defense. Deadlines for submission of the final copies can be found on the Graduate College website. There are no exceptions to these deadlines.
2. Complete the Electronic Dissertation Rights & Permission Form (signed by advisor), scan and add to electronic dissertation copy.
3. PROOFREAD the revised document carefully! Watch for updates to page numbers and Table of Contents.
4. Submit your Survey of Earned Doctorates to the Graduate College at the time you submit your dissertation to ProQuest.

Personal bound copies may be ordered from the ProQuest website after submission.

APPENDICES

Appendix A: Program of Study Templates

Full-Time EVEN year entry	
FALL 1st YEAR	SPRING 1st YEAR
CNSL 7100 Doctoral Seminar Course: Professional Identity in Counselor Education (1) CNSL 7210 Clinical Supervision Theory & Practice (3) CNSL 7060 Advanced Counseling Theory & Research (3) EDRM 6210 Quantitative Research I (3) 10 credits	CNSL 7020 Doctoral Seminar Course: Professional Writing (1) EDHI 6850 Teaching and Learning in Higher Education (3) EDRM 6110 Qualitative Research I (3) CNSL XXXX Elective (3) 10 credits
FALL 2nd YEAR	SPRING 2nd YEAR
CNSL 7050 Leadership in Counselor Education (3) CNSL 7040 Principles of Diversity, Equity & Intersectionality in Counselor Education (3) CNSL 7991 Doctoral Internship 1 (3) 9 credits	CNSL 7200 Advanced Group Counseling Theory & Supervision (3) EDRM XXXX Research (3) CNSL 7991 Doctoral Internship 2 (3) 9 credits
FALL 3rd YEAR	SPRING 3rd YEAR
CNSL XXXX Elective (3) EDHI/EDCI XXXX Elective (3) CNSL XXXX Elective (3) <i>*Comprehensive Exams</i> 9 credits	CNSL 7491 Doctoral Dissertation Research (3) EDRM XXXX Research (3) EDLP 7090 Dissertation Writing Seminar (3) <i>*Dissertation Proposal</i> 9 credits
FALL 4th YEAR	SPRING 4th YEAR
CNSL 7110 Doctoral Seminar Course: Pathway to the Professoriate(1) CNSL 7491 Doctoral Dissertation Research (9) 10 credits	CNSL 7491 Doctoral Dissertation Research (9) <i>*Dissertation Defense</i> 9 credits
75 TOTAL CREDITS	

Full-Time ODD year entry	
FALL 1st YEAR	SPRING 1st YEAR
CNSL 7100 Doctoral Seminar Course 1: Professional Identity in Counselor Education (1) CNSL 7050 Leadership in Counselor Education (3) CNSL 7040 Principles of Diversity, Equity & Intersectionality in Counselor Education (3) EDRM 6210 Quantitative Research I (3) 10 credits	CNSL 7020 Doctoral Seminar Course 3: Professional Writing (1) EDHI 6850 Teaching and Learning in Higher Education (3) CNSL 7200 Advanced Group Counseling Theory & Supervision (3) EDRM 6110 Qualitative Research I (3) 10 credits
FALL 2nd YEAR	SPRING 2nd YEAR
CNSL 7210 Clinical Supervision Theory & Practice (3) CNSL 7060 Advanced Counseling Theory & Research (3) CNSL 7991 Doctoral Internship 1 (3) 9 credits	CNSL 7991 Doctoral Internship 2 (3) EDRM XXXX Research (3) CNSL XXXX Elective (3) 9 credits
FALL 3rd YEAR	SPRING 3rd YEAR
CNSL XXXX Elective (3) EDHI/EDCI XXXX Elective (3) CNSL XXXX Elective (3) <i>*Comprehensive Exams</i> 9 credits	CNSL 7491 Doctoral Dissertation Research (3) EDLP 7090 Dissertation Writing Seminar (3) EDRM XXXX Research (3) <i>*Dissertation Proposal</i> 9 credits
FALL 4th YEAR	SPRING 4th YEAR
CNSL 7110 Doctoral Seminar Course 4: Pathway to the Professoriate (1) CNSL 7491 Doctoral Dissertation Research (9) 10 credits	CNSL 7491 Doctoral Dissertation Research (9) <i>*Dissertation Defense</i> 9 credits
75 TOTAL CREDITS	

Part-Time EVEN year entry	
FALL 1st YEAR	SPRING 1st YEAR
CNSL 7100 Doctoral Seminar Course: Professional Identity in Counselor Education (1) CNSL 7210 Clinical Supervision Theory & Practice (3) CNSL 7060 Advanced Counseling Theory & Research (3) 7 credits	CNSL 7020 Doctoral Seminar Course: Professional Writing (1) EDHI 6850 Teaching and Learning in Higher Education (3) EDRM 6110 Qualitative Research I (3) 7 credits
FALL 2nd YEAR	SPRING 2nd YEAR
CNSL 7040 Principles of Diversity, Equity & Intersectionality in Counselor Education (3) CNSL 7050 Leadership in Counselor Education (3) 6 credits	CNSL 7200 Advanced Group Counseling Theory & Supervision (3) CNSL XXXX Elective (3) 6 credits
FALL 3rd YEAR	SPRING 3rd YEAR
EDHI/EDCI XXXX Elective (3) EDRM 6210 Quantitative Research I (3) 6 credits	CNSL XXXX Elective (3) EDRM XXXX Research (3) 6 credits
FALL 4th YEAR	SPRING 4th YEAR
EDRM XXXX Research (3) CNSL 7991 Doctoral Internship 1 (3) 6 credits	CNSL XXXX Elective (3) CNSL 7991 Doctoral Internship 2 (3) 6 credits
FALL 5th YEAR	SPRING 5th YEAR
CNSL 7491 Doctoral Dissertation Research (6) <i>*Comprehensive Exams</i> 6 credits	EDLP 7090 Dissertation Writing Seminar (3) CNSL 7491 Doctoral Dissertation Research (3) <i>*Dissertation Proposal</i> 6 credits
FALL 6th YEAR	SPRING 6th YEAR
CNSL 7110 Doctoral Seminar Course: Pathway to the Professoriate(1) CNSL 7491 Doctoral Dissertation Research (6) 7 credits	CNSL 7491 Doctoral Dissertation Research (6) <i>*Dissertation Defense</i> 6 credits
75 TOTAL CREDITS	

Part-Time ODD year entry	
FALL 1st YEAR	SPRING 1st YEAR
CNSL 7100 Doctoral Seminar Course: Professional Identity in Counselor Education (1) CNSL 7040 Principles of Diversity, Equity & Intersectionality in Counselor Education (3) CNSL 7050 Leadership in Counselor Education (3) 7 credits	CNSL 7020 Doctoral Seminar Course: Professional Writing (1) EDHI 6850 Teaching and Learning in Higher Education (3) CNSL 7200 Advanced Group Counseling Theory & Supervision (3) 7 credits
FALL 2nd YEAR	SPRING 2nd YEAR
CNSL 7210 Clinical Supervision Theory & Practice (3) CNSL 7060 Advanced Counseling Theory & Research (3) 6 credits	EDHI XXXX Elective (3) EDRM 6110 Qualitative Research I (3) 6 credits
FALL 3rd YEAR	SPRING 3rd YEAR
EDRM 6210 Quantitative Research I (3) CNSL XXXX Elective (3) 6 credits	CNSL XXXX Elective (3) EDRM XXXX Research (3) 6 credits
FALL 4th YEAR	SPRING 4th YEAR
CNSL 7991 Doctoral Internship 1 (3) EDRM XXXX Research (3) 6 credits	CNSL 7991 Doctoral Internship 2 (3) CNSL XXXX Elective (3) 6 credits
FALL 5th YEAR	SPRING 5th YEAR
CNSL 7491 Doctoral Dissertation Research (6) <i>*Comprehensive Exams</i> 6 credits	EDLP 7090 Dissertation Writing Seminar (3) CNSL 7491 Doctoral Dissertation Research (3) <i>*Dissertation Proposal</i> 6 credits
FALL 6th YEAR	SPRING 6th YEAR
CNSL 7110 Doctoral Seminar Course: Pathway to the Professoriate(1) CNSL 7491 Doctoral Dissertation Research (6) 7 credits	CNSL 7491 Doctoral Dissertation Research (6) <i>*Dissertation Defense</i> 6 credits
75 TOTAL CREDITS	

Appendix B: Plan of Study Form

STUDENT: _____ ID# _____ ADVISOR: _____

Date of Matriculation _____ Anticipated Date of Graduation _____ Status: _____

Core Courses Required for All Graduate CES Students

SEM/YR Completed	Grade	Course	# of Credit
		Doctoral Seminar Course: Professional Identity, Roles and Responsibilities Related to Educating Counselors	1
		Doctoral Seminar Course: Grant Writing, Professional Writing, and Conference Proposals	1
		Doctoral Seminar Course: Path to the Professoriate	1
		Principles of Diversity, Equity & Intersectionality in Counselor Education	3
		Leadership & Advocacy in Counselor Education	3
		Advanced Counseling Theory & Research Course	3
		Supervision Theory & Practice	3
		Advanced Group Counseling Theory, Practice, & Supervision	3
		Teaching and Learning in Higher Education	3
		EDHI/EDCI Teaching Elective	3
		Doctoral Internship 1	3
		Doctoral Internship 2	3
		Qualitative Research I	3
		Quantitative Research I	3
		EDRM XXXX Research	3
		EDRM XXXX Research	3
		Elective 1	3
		Elective 2	3
		Elective 3	3
		Dissertation and Academic Writing Seminar	3
		Doctoral Dissertation Research	21

_____ Comprehensive Exam
 _____ Dissertation Proposal
 _____ Dissertation Defense

Total Credits 75

Any deviation from the Program of Study must be documented on a Petition to Modify Program form, approved by the full core counseling faculty, and a new Program of Study must be completed and processed.

 Student Signature Date Advisor Signature Date

Appendix C: Petition to Modify Form
Counselor Education and Supervision
Petition to Modify Program Form

If you are requesting a change in your Program Plan, a waiver or substitution of a “required” CES Course or requirement, please complete this petition attached any supporting materials, and give them to your advisor. This request will be reviewed by the core CES faculty and you will be notified of the outcome.

Student Name: _____ Date: _____

Address: _____

Phone: _____ E-Mail: _____

Advisor: _____

Credits completed in the CES program: _____

Requested Change:

Rationale for change:

Conditions of Approval

The advisor signature below attests that the petition to modify has been considered by a majority of the faculty, and a majority of the faculty have rendered a decision.

Request Approved

Request Approved Pending Conditions

Request Denied

I agree with the conditions and consequences of the waiver stated herein.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Note: If your petition to modify from the program is approved, you will need to meet with your advisor to discuss this change and to modify your Program of Study form for your file.

Distribution: Student File, Advisor, Graduate College

Appendix D: Petition to Transfer Credits

The “Transfer of Credit” form is completed in InfoReady: <https://submit.uvm.edu/#gradcollege>

Appendix E: Change of Advisor Form



**PhD in Counselor Education and Supervision
Request to Change Advisor**

Student Name (please print)

Student Signature

Date

Requested Advisor

Approval Signature

Date

Original Advisor

Approval Signature

Date

Program Coordinator

Approval Signature

Date

Process:

1. Meet with your current advisor to discuss change
2. Get permission from requested advisor
3. Receive approval from faculty
4. Submit form with all signatures to Counseling Program Office

Distribution: Student File, Current Advisor, New Advisor, Graduate College, Registrar Office.

Appendix F: Comprehensive Exam Forms

The comprehensive exam form is completed in InfoReady: <https://submit.uvm.edu/#gradcollege>

Appendix G: Dissertation Forms

The Dissertation defense committee membership form is completed in InfoReady:
<https://submit.uvm.edu/#gradcollege>

Dissertation Proposal Approval Form *PhD in Counselor Education and Supervision*

MEMORANDUM

To: CES PhD Program Coordinator

From:

Re:

Date:

Proposal Title: _____

On this date, the following Dissertation Committee members met and approved the candidate's dissertation proposal.

Name (Please Print)

Signature

cc: Student File (+ copy of paper), Advisor

Graduate College Defense Notice Form

Please Post:

The following thesis (or dissertation) presentation is open to those in the University community.

Student Name:

Advisor:

Doctor of Philosophy

Counselor Education and Supervision

Defense date

time

location

Title of Thesis or Dissertation

Abstract

This is where you place your abstract. An abstract is simply a concise (usually between ½ page and ¾ page) explanation of your dissertation from motivation to conclusion.

The abstract page is single spaced with Times New Roman size 12 font. The first line of each paragraph is indented ½ inch and is separated by the last line of the previous paragraph by an extra carriage return.

Appendix H: Graduation Forms

The intent to graduate form is completed in InfoReady: <https://submit.uvm.edu/#gradcollege>

Appendix I: Professional Disposition Evaluation

Disposition	1 Not Evident or Demonstrated	2 Skill is Emerging	3 Approaching Expectations	4 Meets Expectations	5 Exceeds Expectations
RESPECT: Demonstrates ability to hold an unconditional regard for others through communication and interactions. Honors professional boundaries and ethical guidelines for the profession. Maintains integrity across professional roles.	Ability to hold unconditional positive regard, honoring professional boundaries, and maintaining integrity are not demonstrated across contexts/areas and/or lack understanding about the importance of building supportive professional relationships.	Ability to hold unconditional positive regard, honoring professional boundaries, and maintaining integrity are demonstrated across a few contexts/areas and reflects minimal understanding about the importance of building supportive professional relationships.	Ability to hold unconditional positive regard, honoring professional boundaries, and maintaining integrity are demonstrated across some contexts/areas and reflects some understanding about the importance of building supportive professional relationships.	Ability to hold unconditional positive regard, honoring professional boundaries, and maintaining integrity are demonstrated across contexts/areas and reflects understanding about the importance of building supportive professional relationships.	Ability to hold unconditional positive regard, honoring professional boundaries, and maintaining integrity are demonstrated across all contexts/areas and reflects significant depth and breadth of understanding about the importance of building supportive professional relationships.
EMPATHY Demonstrates ability to foster collaboration with peers and colleagues. Accepts mistakes and avoids placing blame on others. Recognizes role and maintains warmth and regard when navigating challenging situations or conflict.	Fostering collaboration, accepting mistakes and acknowledging ownership of errors, and maintaining warmth and regard during challenging situations/ conflicts are not demonstrated across contexts/areas and/or lack understanding about the importance of building supportive	Fostering collaboration, accepting mistakes and acknowledging ownership of errors, and maintaining warmth and regard during challenging situations/ conflicts are demonstrated across a few contexts/areas and reflects minimal understanding about the importance of building supportive professional relationships.	Fostering collaboration, accepting mistakes and acknowledging ownership of errors, and maintaining warmth and regard during challenging situations/ conflicts are demonstrated across some contexts/areas and reflects some understanding about the importance of	Fostering collaboration, accepting mistakes and acknowledging ownership of errors, and maintaining warmth and regard during challenging situations/ conflicts are demonstrated across contexts/areas and reflects understanding about the importance of building supportive professional relationships.	Fostering collaboration, accepting mistakes and acknowledging ownership of errors, and maintaining warmth and regard during challenging situations/ conflicts are demonstrated across all contexts/areas and reflects significant depth and breadth of understanding about the importance of building

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	professional relationships.		building supportive professional relationships.		supportive professional relationships.
AWARENESS: Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Maintains professional self-care to enhance wellness and prevent burnout that may impact competency.	Ability to recognize and manage own thoughts, feelings, actions and their impact on others are not demonstrated across contexts/areas and/or lack understanding about the importance of building supportive professional relationships. Professional self-care is lacking or not evident.	Ability to recognize and manage own thoughts, feelings, actions and their impact on others are demonstrated across a few contexts/areas and reflects minimal understanding about the importance of building supportive professional relationships. Evidence of professional self-care is minimal.	Ability to recognize and manage own thoughts, feelings, actions and their impact on others are demonstrated across some contexts/areas and reflects some understanding about the importance of building supportive professional relationships. Evidence of professional self-care is emerging.	Ability to recognize and manage own thoughts, feelings, actions and their impact on others are demonstrated across contexts/areas and reflects understanding about the importance of building supportive professional relationships. Evidence of professional self-care is demonstrated at an appropriate level.	.Ability to recognize and manage own thoughts, feelings, actions and their impact on others are demonstrated across all contexts/areas and reflects significant depth and breadth of understanding about the importance of building supportive professional relationships. Professional self-care is demonstrated with depth and breadth of evidence.
CURIOSITY: Demonstrates active pursuit of learning. Sustains openness to receiving feedback and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors. Recognizes learning is a life-long process.	Actively pursues learning, sustains openness to and integration of feedback, perspectives and ideas are not demonstrated across contexts/areas and/or lack understanding about the importance of life-long learning.	Actively pursues learning, sustains openness to and integration of feedback, perspectives and ideas are demonstrated across a few contexts/areas and reflects minimal understanding about the importance of life-long learning.	Actively pursues learning, sustains openness to and integration of feedback, perspectives and ideas are demonstrated across some contexts/areas and reflects some understanding about the importance of life-long learning.	Actively pursues learning, sustains openness to and integration of feedback, perspectives and ideas are demonstrated across contexts/areas and reflects understanding about the importance of life-long learning.	Actively pursues learning, sustains openness to and integration of feedback, perspectives and ideas are demonstrated across all contexts/areas and reflects significant depth and breadth of understanding of life-long learning.
CULTURAL HUMILITY: Demonstrates a personal lifelong	Openness, self-evaluation and self-critique, recognition and redressing of	Openness, self-evaluation and self-critique, recognition and redressing of power	Openness, self-evaluation and self-critique, recognition and redressing of	Openness, self-evaluation and self-critique, recognition and redressing of power	Openness, self-evaluation and self-critique, recognition and redressing of power

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commitment to openness, self-evaluation and self-critique. Recognizes power imbalances and takes action to redress those imbalances and to develop partnerships with people and groups who advocate for others. Fosters affirmation of other's cultural beliefs, identities, and values. Holds institutions, even one's own, accountable.	power imbalances, and fostering of affirmation of cultural diversity, and holding self and others accountable are not demonstrated across contexts/areas and/or lack understanding about the importance of building supportive professional relationships.	imbalances, and fostering of affirmation of cultural diversity, and holding self and others accountable are demonstrated across a few contexts/areas and reflects minimal understanding about the importance of building supportive professional relationships.	power imbalances, and fostering of affirmation of cultural diversity, and holding self and others accountable are demonstrated across some contexts/areas and reflects some understanding about the importance of building supportive professional relationships.	imbalances, and fostering of affirmation of cultural diversity, and holding self and others accountable are demonstrated across contexts/areas and reflects understanding about the importance of building supportive professional relationships.	imbalances, and fostering of affirmation of cultural diversity, and holding self and others accountable are demonstrated across all contexts/areas and reflects significant depth and breadth of understanding about the importance of building supportive professional relationships.
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Appendix J: Annual Review Forms

Student Self-Assessment – Annual Review

Describe your learning over the past year. Include reflection on your professional accomplishments in and out of the classroom.

What are three areas you perceive as strengths?

1.

2.

3.

What are three areas of improvement?

1.

2.

3.

Identify at least three goals that will assist your continued development over the next year.

1.

2.

3.

Describe any feedback you would like to provide to the CES faculty regarding your experiences of curricular instruction, supervision, mentorship, internship, research opportunities, etc.

Faculty Assessment – Annual Review

Student Name: _____ Status/Year in Program: _____
Faculty Advisor: _____ Date of Meeting: _____

Materials Reviewed

- Student IDP
- Updated Program of Study Plan
- Student CV
- KPI rubrics for each area of study completed during the academic year (Counseling, Supervision, Teaching, Leadership/Advocacy, Research/Scholarship, and REACH Professional Dispositions)

Faculty Comments:

Include student strengths, areas for growth, and feedback on student goals in each area of study

Counseling:

Supervision:

Teaching:

Leadership/Advocacy:

Research/Scholarship:

REACH Professional Dispositions:

Overall Rating (for Graduate College): Satisfactory, Marginal, or Unsatisfactory

*If unsatisfactory, please outline remediation steps that were agreed upon, and write date of re-evaluation. Attach additional pages as needed.

Signature of Faculty Advisor

Signature of Student Acknowledging Receipt of Evaluation

Signature of Program Coordinator

(Note: A copy of this form will be stored in the student's file)

Individual Development Plan (IDP)

Online IDP building tool: <https://www.imaginephd.com/>

Completion of Annual Review and IDP

This document asserts that the following PhD student completed an annual review process, which included formal assessment by the program faculty, student self-assessment, and a review meeting between the student and advisor. The student completed and/or updated an individual development plan (IDP) in consultation with the advisor.

Student Name: _____

Student Signature: _____

Date: _____

Advisor Name: _____

Advisor Signature: _____

Date: _____

Program: Counselor Education and Supervision

Department: Counseling, Human Development, and Family Science

College: Education and Social Services

Appendix K: University Forms/Links

Leave of absence/Withdrawal Requests: <https://www.uvm.edu/registrar/change-of-student-status>

Grade Appeals: [Grade Appeals Policy](#)

Appendix L: Handbook Agreement Form



PhD in Counselor Education and Supervision

HANDBOOK AGREEMENT FORM

To ensure that all students are familiar with counselor education and supervision program policies, students are required to complete this form at the beginning of their first semester.

I, _____ (student name), hereby indicate that I have read, understand, and am in agreement with the policies and procedures outlined in the PhD in Counselor Education and Supervision Program, Student Handbook dated _____ (month/year on handbook).

Student Signature

Date