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Dear Counseling Doctoral Student,

We are pleased to welcome you to the doctoral Counselor Education Program at the Margaret Warner School of Education and Human Development, and we look forward to working with you. The Counseling and Human Development faculty are committed to making this a positive educational experience for you as we assist you to achieve your academic and professional goals. As you begin your program, we wish you success and hope that you take full advantage of the opportunities that are provided for you at the Warner School.

As you read through the contents of the handbook, it will quickly become apparent to you that it contains important details concerning key milestones in your doctoral work at the Warner School. Thus, it is important to keep this handbook in a place where it can be an easily accessible reference.

Although this handbook provides vital information, initiating personal contact with Warner staff members, professors, and faculty advisors is an equally important way to gain information and advice about your program. To this end, the staff and faculty of the Counselor Education Program encourage you to request help or information in order to meet your personal, educational, and professional needs.

Sincerely,

The Counseling and Human Development Faculty and Staff

Note:

The Counseling and Human Development Department requires that all students acknowledge in writing (see Student Sign-off Sheet, p. 38) that they have read the Counseling Student’s Handbook of the Counselor Education Program and that they agree to abide by the policies, procedures, and ethical standards of the Counselor Education Program and the counseling profession. The Warner School reserves the right to make amendments to this handbook and to the rules, requirements and procedures in the Counseling Program at any time. If material changes are made, students will be notified by appropriate means.
ADDITIONAL SOURCES OF INFORMATION

This handbook focuses on the Counseling Program in particular. There is a great deal of other information, including rules and procedures for graduate students, that is provided in other official documents of the Warner School of Education and the University. These are:

- The Warner School’s web site: [www.rochester.edu/warner](http://www.rochester.edu/warner)
- University of Rochester’s *Regulations and University Policies Concerning Graduate Studies* (sometimes called the “red book” – containing pages from the *Official Bulletin*)
- The University of Rochester’s *Official Bulletin—Graduate Studies*

You should familiarize yourself with the content of these documents and keep them as ready references throughout your graduate study.
MISSION

The mission of the Counseling Program at the Warner School of Education and Human Development is two-fold:

To educate counselors who will empower their clients and students to create more rewarding and meaningful lives and relationships; become more self-reflective, caring and compassionate persons; and contribute to reform of the systems in which their lives are imbedded.

To prepare counselor educators, researchers, practitioners and leaders in the counseling profession who will educate the next generation of counselors to do all of the above; will contribute new knowledge in the fields of counseling, counselor education and human development; and will be leaders in reforming educational and social systems to promote social justice, healthy human development, and quality relationships.

This mission is based on an ecological perspective of professional counseling that acknowledges the importance of personal development, but also recognizes that individual lives are imbedded in a variety of personal and extended relationships and social systems. Within this perspective, we:

- see human development, counseling and education in a historical, cultural and social context
- work to foster healthy development across the life course and across a diversity of capabilities
- see the integration of biological, psychological and social intervention as an essential foundation for enduring and just human development and change.
- recognize the counselor’s role as an agent of institutional change and social justice as well as personal empowerment
- recognize the diversity of traditions, disciplines, practices and cultures that generate the wealth of counseling resources and welcome difference and innovation
- use the latest research to guide best practice and intervention strategies

Incorporating the principles of this mission, we provide the following graduate programs:

**Doctor of Education (Ed.D.) in Counseling and Human Development with a Concentration in Counseling** – prepares counseling professionals to become counselor educators, leaders and advanced practitioners in the counseling field. Graduates of this program will typically work to advance personal development and systems change in schools, community agencies, government or higher education. (Accelerated option available.)
**Doctor of Education (Ed.D.) in Mental Health Counseling and Supervision** – prepares counseling professionals to become advanced practitioners who will work primarily in agency, medical or university settings, or assume a role in counselor education. This degree allows students, upon completion of the program, to begin the process of applying for a New York State license in Mental Health Counseling. (Accelerated option available.)

**Doctor of Philosophy (Ph.D.) with a Concentration in Counselor Education and Human Development** – prepares counselor educators, leaders, and researchers who will work in university settings, educating the next generation of counselors and contributing to new knowledge in the fields of counseling, human development, and counselor education.

**Program Demographics**
Currently, our student body draws from a regional, national and international base. The Master’s programs consist mostly, but not exclusively, of students from the region and nation while our doctoral programs are comprised of a cross-section of regional, national and international students. Consistent with our mission, we serve both a part-time and full-time student body.

**PROGRAM OBJECTIVES**

The objectives of the Counseling Program are as follows:

1. To offer a variety of degree programs that are nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
2. To educate qualified and state-certified School Counselors
3. To educate qualified and license-eligible Community Mental Health Counselors
4. To educate Doctors of Education and Doctors of Philosophy in Counseling, Counselor Education and Supervision, and Mental Health Counseling.
5. To produce graduates who understand and pursue counseling:
   - as a research-based discipline
   - as a holistic approach to psychological wellness that encompasses multiple approaches to intra-psychic developmental process and integrates micro- and macro-systemic considerations in the individual change process
   - from a perspective that honors and celebrates the multiple dimensions of cultural diversity
   - as a purveyor of social justice working for the health of persons, families, and communities
6. To produce graduates who:
   - have excellent helping, communication, problem-solving, conflict resolution, consultation, leadership, advocacy and other intra-personal and inter-personal skills
   - are self-reflecting, self-renewing, and professionally current and active in the field
   - are committed agents of change
7. To have faculty and students generate useful theory, research, practice and policy in counseling, human development, and counselor education

8. To develop leaders for the counseling field who develop and improve counseling programs and contribute to the counseling field—in districts, agencies, universities, government, and professional organizations, from the local and regional to state, national and international levels

9. To contribute to the local and regional community by:
   - preparing qualified counselors to serve the area
   - training, consulting, and working with local schools and community institutions
   - providing professional development opportunities for practicing counselors and related professionals

DESCRIPTION OF PROGRAMS

The following pages contain the course requirements for both the Ed.D. and the Ph.D. counseling programs. Specific course descriptions can be found on the Warner School website (http://www.rochester.edu/warner/programs/courses/index.html).

The courses required in all programs are designed to provide students with the tools necessary to be effective leaders in the fields of counseling and counselor education. Our programs are well grounded in counseling theory, research, and practice, which allow graduates to obtain positions as counselor educators, directors of counseling services, researchers and professional counselors.

Meeting with a faculty advisor to complete a Program of Study

In addition to reading the information provided in this section, you will be required to meet with your faculty advisor to discuss the courses you will be taking throughout your program and to complete and sign a Program of Study to that effect. This is necessary because: (a) It is important to plan a course sequence that fits with the number of courses you intend to take each semester or summer session. Not all courses are offered every semester or even every year, so it is important to develop a program of study with your advisor that takes these scheduling issues into account. (b) Courses and requirements may change over time, so the courses listed on the following pages, or the times they are offered, may have changed since this edition of the Handbook was published. Your advisor should have the latest information about such changes, if any.

Once a Program of Study is completed and approved, be sure to get approval from your advisor for any changes. If it is a significant change, approval of the program chair and the Associate Dean will also be required.
DOCTOR OF EDUCATION (Ed.D.)
COUNSELING AND HUMAN DEVELOPMENT
WITH A SPECIALIZATION IN COUNSELING (CA3)(CA9)
(Traditional and Accelerated Options)

Entry/Transfer Credits (up to 36 credits)

Research Courses (9-10 credits)
- ED 506 Concepts and Issues in Social Science Research
- ED 504 Quantitative Research Methods (Prerequisite: ED 528, ED528)
- ED 528 Using Quantitative Analysis Software, 1 credit
- ED 507 Qualitative Research Methods (Prerequisite: ED506)

Human Development Foundation (9 credits)
- EDU 565 Research in Life Course Studies

Psychological Processes Course, choose 1:
- EDE 422 Motivation in Human Development
- EDU 572 Development of Selves
- EDU 560 Research in Cognitive Development
- EDU 557 Selected Theories in Human Development
- EDU 479 Promoting Mental Health in Midlife and Old Age
- EDU 549 Contemporary Learning Theories

Human Development in Social Context Course, choose 1:
- EDU 494 Human Development in Old Age
- ED 481 The School, Family and Community Relations
- EDE 440 LGBTQ Issues in Education and Human Development
- ED 430 College Retention: Theory, Research and Practice
- EDU 485 College Access and (In)Equity
- ED 437 Diversity and Equity in Higher Education
- ED 415 Adolescent Development and Youth Culture (ages 10-20)
- ED 418 The Family and Social Dynamics
- ED 425 Minority Youth Development in Urban Contexts
- EDU 455 Policy and Practice in Developmental Difference

Counseling Required Courses
- EDU 552 Counselor Education
- EDU 553 Counselor Supervision
- EDU 554 Advanced Theory, Research and Practice in Group Work
- EDU 555 Advanced Counseling Theory, Research and Practice
- EDU 563 Advocacy, Consulting and Systems Change as Counseling & Human Development Practice
- EDU 564 Contemporary Trends in Mental Health Appraisal, Intervention and Research
**Internships (6)**
- EDF 558 Supervised Internship in Teaching and Clinical Supervision
- EDF 559 Supervised Internship in Counseling Practice

**For Non-Accelerated Students Only:**

**Electives (0-6)**
As needed to complete unmet NBCC NCC or CACREP requirements.

**Dissertation Research Credits:**
ED 520 Program Evaluation (Prerequisite ED506; ED504 and ED507 recommended)

Choose a combination of ED593: Ed.D. Research (Dissertation), advanced research methods courses, and/or ED591: Independent study for a total of 9-15 credits

**For Accelerated Students Only:**

**Cohort Seminar Sequence**
- ED561A Counseling & Human Development Doctoral Cohort Seminar 1A 0 credit Su
- ED561B Counseling & Human Development Doctoral Cohort Seminar 1B 0 credit F
- ED561C Counseling & Human Development Doctoral Cohort Seminar 1C 0 credit Sp
- ED562A Counseling & Human Development Doctoral Cohort Seminar 2A 0 credit Su
- ED562B Counseling & Human Development Doctoral Cohort Seminar 2B 0 credit F
- ED562C Counseling & Human Development Doctoral Cohort Seminar 2C 0 credit Sp

**Dissertation Research (18 credits)**
- ED 520 Program Evaluation
- ED 563 Counseling & Human Development Proposal Seminar
- ED 564 Counseling & Human Development Dissertation Seminar I
- ED 565 Counseling & Human Development Dissertation Seminar II
A total of at least 9 credits of dissertation credits, to be taken concurrently with the Proposal Seminar (3 credit), the Dissertation Seminar I (3 credits) and the Dissertation Seminar II (3 credits)

**Total: Minimum 96 credits**
Note: Some courses may be used in more than one category.
DOCTOR OF EDUCATION (Ed.D.)
MENTAL HEALTH COUNSELING AND SUPERVISION(CA5)

Entry/Transfer Credits (up to 36 credits)

Research Courses (9-10 credits)
- ED 506 Concepts and Issues in Social Science Research
- ED 504 Quantitative Research Methods
- ED 528 Using Quantitative Data Analysis Software, 1 credit
- ED 507 Qualitative Research Methods

Human Development Foundation (9 credits)
- EDU 565 Research in Life Course Studies

Psychological Processes Course, choose 1:
- EDE 422 Motivation in Human Development
- EDU 572 Development of Selves
- EDU 560 Research in Cognitive Development
- EDU 557 Selected Theories in Human Development
- EDU 479 Promoting Mental Health in Midlife and Old Age
- EDU 549 Contemporary Learning Theories

Human Development in Social Context Course, choose 1:
- EDU 494 Human Development in Old Age
- ED 418 The Family and Social Dynamics
- ED 425 Minority Youth Development in Urban Contexts
- EDU 455 Policy and Practice in Developmental Difference
- ED 481 School Family and Community Relations
- EDE 440 LGBTQ Issues in Education and Human Development
- ED 430 College Retention: Theory, Research and Practice
- EDU 485 College Access and (In)Equity
- ED 437 Diversity and Equity in Higher Education
- ED 415 Adolescent Development and Youth Culture (ages 10 -20)

Counseling Specialization Courses (18-24 credits)
- EDU 552 Counselor Education
- EDU 553 Counselor Supervision
- EDU 554 Advanced Theory, Research and Practice in Group Work
- EDU 555 Advanced Counseling Theory, Research and Practice
- EDU 563 Advocacy, Consulting, and Systems Change as Counseling and Human Development Practice
- EDU 466 Problem Identification and Intervention in Counseling I*
- EDU 473 Problem Identification and Intervention in Counseling II*
- EDU 564 Contemporary Trends in Mental health, Appraisal, Intervention and Research
Internships (6-9)
EDF 558 Supervised Internship in Teaching and Clinical Supervision (prerequisite: EDU553)
EDF 560 Supervised Internship in Mental Health Counseling

Electives (0-6)
Select electives as needed to reach a total of 96 credits for the program; these courses should be used to enhance curricular experiences, develop expertise or counseling specialty, or meet NBCC, NCC, or CACREP requirements.

Dissertation Research Credits (9-15)
ED 520 Program Evaluation (Prerequisite ED506; ED504 and ED507 recommended)

Choose a combination of ED593: Ed.D. Research (Dissertation), advanced research methods courses, and/or ED591: Independent study for a total of 9-15 credits

Total: Minimum 96-105 credits.

* Courses must be taken for licensure if equivalent courses were not included in Masters Program. Some courses may be used in more than one category.
DOCTOR OF PHILOSOPHY (Ph.D.) IN EDUCATION
with specialization in
COUNSELING AND COUNSELOR EDUCATION(CA4)

Entry/Transfer Credits (up to 30 credits)

Research Courses (10 credits)
- ED 506 Concepts and Issues in Social Science Research
- ED 528 Using Quantitative Data Analysis Software (1 credit)
- ED 504 Quantitative Research Methods
- ED 507 Qualitative Research Methods

Human Development Foundation (9 credits)
- EDU 565 Research in Life Course Studies
  
  Psychological Processes Course, choose 1:
  - EDE 422 Motivation in Human Development
  - EDU 572 Development of Selves
  - EDU 560 Research in Cognitive Development
  - EDU 557 Selected Theories in Human Development: Theories of Social and Emotional Development
  - EDU 479 Promoting Mental Health in Midlife and Old Age
  - EDU 549 Contemporary Learning Theories

  Human Development in Social Context Course, choose 1:
  - EDU 494 Human Development in Old Age
  - ED 481 School, Family, and Community Relations
  - ED 418 The Family and Social Dynamics
  - EDE 440 LGBTQ Issues in Education and Human Development
  - ED 430 College Retention: Theory Research and Practice
  - ED 485 College Access and (In)Equity
  - ED 437 Diversity and Equity in Higher Education
  - ED 415 Adolescent Development and Youth Culture (Ages 10-20)
  - ED 425 Minority Youth Development in Urban Contexts
  - EDU 455 Policy and Practice in Developmental Difference

Counseling Required Courses (18)
- EDU 552 Counselor Education
- EDU 553 Counselor Supervision
- EDU 554 Advanced Theory, Research and Practice in Group Work
- EDU 555 Advanced Counseling Theory, Research and Practice
- EDU 563 Advocacy, Consulting, and Systems Change as Counseling & Human Development Practice
- EDU 564 Contemporary Trends in Mental Health, Appraisal, Intervention and Research
Internships (6)
  EDF 558 Supervised Internship in Teaching and Clinical Supervision
  EDF 559 Supervised Internship in Counseling Practice

Advanced research methods course (3)
  ED 505 Advanced Qualitative Research Methods
  ED 527 Advanced Qualitative Research Methods
  ED 523 Mixed Research Methods
  ED 522 Historical Research Methods

Dissertation Research Credits (27)
  ED 520 Program Evaluation (Prerequisite ED506; ED504 and ED507 recommended)

Total: Minimum 96 credits

NOTE: Some courses may be used in more than one category. 6 credits must be taken outside the Warner School.

Due to new CACREP Standards, the research requirement for all of the counseling doctoral programs will likely change over the short term. Students admitted before October 2010 will be given the option of adopting the changes, while students admitted beginning in October 2010 will be required to use the new program of study.
CACREP 2009 STANDARDS: STUDENT PERFORMANCE OBJECTIVES

The following list of CACREP 2009 Standards outlines the performance objectives for students in all our Masters programs in counseling. These are the skills, dispositions and values we strive to teach and the elements of professional practice we expect our students to acquire and demonstrate as they progress through the program. Some courses emphasize some of these objectives more than others, but cumulatively the program seeks to teach and reinforce these objectives throughout the academic courses, practicum, internships, thesis and other experiences.

Instructors note each student’s progress in demonstrating these objectives, and instructors and advisors discuss how students are progressing in this regard on a regular basis.

PROFESSIONAL IDENTITY

FOUNDATIONS

A. Doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.

B. It is expected that doctoral students will have experiences designed to help them accomplish the following:

1. Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.

2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.

3. Participate in appropriate professional counseling organizations.

4. Contribute to and promote scholarly counseling research.

KNOWLEDGE

C. Learning experiences beyond the entry level are required in all of the following content areas:

1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.

2. Theories and practices of counselor supervision.

3. Instructional theory and methods relevant to counselor education.
4. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.

5. Design, implementation, and analysis of quantitative and qualitative research.


7. Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice).

PROFESSIONAL PRACTICE

CLINICAL EXPERIENCE

A. Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student’s practicum, supervision will occur as outlined in entry-level standards III.A and III.C–E. The use of student supervisors is not allowed in a doctoral-level practicum.

B. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.

C. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

DOCTORAL LEARNING OUTCOMES

Programs must provide evidence that doctoral students will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in all of the following areas. Programs may choose to emphasize one or more of the following areas congruent with program mission.

SUPERVISION

A. Knowledge

1. Understands the purposes of clinical supervision.
2. Understands theoretical frameworks and models of clinical supervision.

3. Understands the roles and relationships related to clinical supervision.

4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

B. Skill/Practices

1. Demonstrates the application of theory and skills of clinical supervision.

2. Develops and demonstrates a personal style of supervision.

TEACHING

C. Knowledge

1. Understands the major roles, responsibilities, and activities of counselor educators.

2. Knows instructional theory and methods relevant to counselor education.

3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

D. Skill and Practices

1. Develops and demonstrates a personal philosophy of teaching and learning.

2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.

3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

RESEARCH AND SCHOLARSHIP

E. Knowledge

1. Understands univariate and multivariate research designs and data analysis methods.

2. Understands qualitative designs and approaches to qualitative data analysis.

4. Knows models and methods of program evaluation.

F. Skill/Practices

1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.

2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.

3. Demonstrates professional writing skills necessary for journal and newsletter publication.

4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.

5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.

6. Demonstrates the ability to create and implement a program evaluation design.

COUNSELING

G. Knowledge

1. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.

2. Understands various methods for evaluating counseling effectiveness.

3. Understands the research base for existing counseling theories.

4. Understands the effectiveness of models and treatment strategies of crises disasters, and other trauma-causing events.

H. Skills and Practices

1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.

2. Demonstrates effective application of multiple counseling theories.

3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

LEADERSHIP AND ADVOCACY
I. Knowledge

1. Understands theories and skills of leadership.

2. Understands advocacy models.

3. Identifies current multicultural issues as they relate to social change theories.

4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.

5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

J. Skills and Practices

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

2. Demonstrates the ability to advocate for the profession and its clientele.
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Counseling and Human Development Department Administration

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Counseling and Human Development Emeriti Faculty

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Counseling and Human Development Adjunct Faculty

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COUNSELING AND HUMAN DEVELOPMENT FACULTY

Core Faculty – full-time and part-time

Kathryn Douthit, Ph.D., LMHC, University of Rochester, Associate Professor, Department Chair

Joyce Duckles, doctoral program, University of Rochester, Visiting Assistant Professor

Lucia French, Ph.D., University of Illinois, Earl B. Taylor Professor

Doug Guiffrida, Ph.D., LMHC, Syracuse University, Associate Professor

Daniel Linnenberg, Ed.D., LMHC, University of Rochester, Assistant Professor

Martin Lynch, Ph.D., University of Rochester, Assistant Professor

Karen Mackie, Ph.D., LMHC, University of Rochester, Assistant Professor

Andre Marquis, Ph.D., LMHC University of North Texas, Assistant Professor

Bonnie Rubenstein, Ed.D., University of Rochester, Associate Professor

Dena Swanson, Ph.D., Emory University, Assistant Professor

Adjunct Faculty

Kathleen Allen, M.S. doctoral program, University of Rochester

David Donnelly, Ph.D., University of Rochester

Ari Elliot M.S., doctoral program, University of Rochester

Linda Francis, M.S., doctoral program, University of Rochester

Jennifer George, M.S., doctoral program, University of Rochester

Maynor Gonzalez, M.S., doctoral program, University of Rochester

Erin Halligan, M.S. doctoral program, University of Rochester

Deborah Hudson, M.S.W., L.C.S.W., doctoral program, University of Rochester

Kankana Kukhopadhyay, M.Phil., doctoral program, University of Rochester

Fredrick C. Jefferson, Jr., Ed.D., University of Massachusetts, (Prof. Emeritus, U of R)

Howard Kirschenbaum, Ed.D., Temple University, (Prof. Emeritus, U of R)

Caroline Nestro, M.S., doctoral program, University of Rochester

Rafael Outland, M.S., doctoral program, University of Rochester

Martha Rossi, Ed.D., L.M.H.C., University of Rochester
CURRENT CONTACT INFORMATION

Your advisor, the Counseling Program and the Warner School periodically may need to contact students for a variety of reasons. Also every student is on the department listserv. If you change your address, phone number or email, please give the new contact information to our Student Services office. Thank you.

FACULTY ADVISORS

Each student accepted into the Counselor Education Programs will be assigned an advisor. Upon being notified of your advisor, it is important for you to arrange a meeting with your assigned faculty member in order to develop your program of study. It is important to have some communication with your advisor before you register for your first courses.

The role of the faculty advisor is extremely important for your success in your program. Advisors assist in developing programs of study, monitoring students’ progress, supervising students with their portfolios, helping arrange internship placements, consulting with students on their comprehensive examination and dissertation proposal, and providing other types of help and support when needed. Therefore, you should arrange personal meetings with your faculty advisor at regular intervals. Even if you do not have a particular problem, be sure to get together with your advisor at least once a year. If you find that your assigned faculty advisor does not have the same interests that you have developed for your dissertation, check with other professors, then talk with your advisor about the possibility of changing advisors. Please fill out “change of advisor” form.

WARNER SCHOOL STUDENT ORIENTATION

All first year Warner School students are required to attend the Warner School student orientations held throughout the year. This orientation is a valuable experience because you will be able to meet fellow students and faculty members. If you cannot attend a scheduled orientation, you should ask Brenda Grosswirth in the Warner School administration office for any handouts distributed, and you should talk with another student who did attend to find out what you missed.

In addition to the Warner School orientation, all first year, Doctoral Counseling students are required to attend the Counseling Program orientation that is held the Thursday or Friday prior to the beginning week of classes (the Thursday or Friday of the same week as the fall semester Warner School Student orientation).
DIVERSITY POLICY

The department understands the importance of addressing the needs of an increasingly diverse society. Toward that end the department strives to attract and increase the educational opportunities of diverse student populations and to create an atmosphere where the values and concerns of diverse populations receive attention and respect. Issues of diversity are integrated throughout departmental courses and developed more fully through special topics courses. More information concerning diversity and inclusion at the Warner School can be found at:
http://www.rochester.edu/warner/warnerataglance/diversity.html

PORTFOLIO EXAMINATION

All full-time doctoral students are required to submit a “portfolio” by a September deadline following their completion of 18 credit hours of doctoral coursework at the Warner School. Coursework must have included ED 506: Concepts and Issues in Social Science Research and at least one of the following doctoral-level counseling and human development courses: Contemporary Trends in Mental Health Assessment, Intervention and Research; Advanced Counseling Theory, Research and Practice; Counselor Education; Research in Life Course Studies; Contemporary Learning Theories; Research in Cognitive Development, and Development of Selves.

The purpose of the portfolio is to provide students with the opportunity to reflect upon where they are in their academic career, specifically focusing on how they have grown as doctoral students and the proposed direction of their research. Items that are included in the portfolio are a narrative statement, an approved Program of Study, two papers from courses, grades, and a professional vita (see http://www.rochester.edu/Warner/programs/portfolio/details.html for more information). An orientation to the portfolio process is usually offered in the spring semester.

Faculty members review the portfolios to ensure that students are integrating their learning, developing their writing skills, narrowing their research interests, and thinking about their future directions. The portfolios also allow faculty members to provide students with feedback regarding their progress in the program and suggestions for further development. If your portfolio is judged unsatisfactory, you must submit a revised one the next year. If the portfolio is judged unacceptable on the second attempt, you are withdrawn from the doctoral program.
RESIDENCY REQUIREMENT (Ph.D.)

It is a University of Rochester requirement that Ph.D. students complete a full year of residency. The purpose is to encourage the student to spend at least one academic year fully immersed in the intellectual life of the campus and the program. Residency means taking 12 credits per semester for consecutive fall-spring or spring-fall semesters. (Students on assistantships will be considered full-time when taking 9 credits per semester.)

RESEARCH APPRENTICESHIP REQUIREMENT (Ph.D.)

All Ph.D. students are required to arrange a research apprenticeship with a faculty member. The research apprenticeship typically involves working with a faculty member on his/her research. Students have the option of registering for formal course hours for the apprenticeship (up to 6 credits), or doing the apprenticeship without any formal course hours attached to it. Students register for research apprenticeship credits by registering for ED 591: “Independent Study: Research Apprenticeship.” These credits typically can count toward the Ph.D. student’s 30 required “dissertation research” credits.

Optional Research Apprenticeship for Ed.D. students. Ed.D. students who decide to do the research apprenticeship can count the credits as “electives” or as “dissertation research” if the topic or methodology is related to one’s dissertation research.

DOCTORAL INTERNSHIPS

All doctoral students are required to do 700 clock hours of internship experiences (900 hours in some instances where: 1) students are attempting to fulfill the internship requirements for the New York State Licensed Mental Health Counselor [LMHC] limited permit, 2) students enter the program with insufficient counseling experience to competently supervise master’s level students).

Supervised Internship in Teaching and Clinical Supervision consists of 300 hours and provides students with teaching and supervisory experience in counselor education and supervision. Students registered in this internship may engage in classroom teaching or participate in supervision of master’s level counseling students. In addition, this particular internship has a significant didactic portion that addresses such issues as professional publication and presentation, disaster mental health, and program evaluation. This didactic portion spans the entire academic year even though students only register for the course once (registration is in either fall or spring depending upon which fits better into the students’ schedule). All students are required to attend the full spring-fall didactic sequence of this course. In addition, all students will undergo supervision as a part of this course. All students amassing practice hours in teaching and clinical supervision are required to have faculty supervision of those hours.

Supervised Internship in Counseling Practice also consists of 400 clock hours (600 hours for LMHC limited permit candidates). The focus of this internship is direct clinical experience to
deepen and broaden one’s counseling skills. For this course, students select their own internship site, with the help of the Clinical Coordinator. Doctoral interns recently have worked at the University Counseling Center, the psychiatric outpatient clinic at the University’s Medical Center, a local church doing pastoral counseling, Mount Hope Family Center, and other community agencies. In each setting there must be a qualified site supervisor who provides weekly individual supervision. Students also meet periodically with a university faculty instructor for individual and group supervision. Students are able to obtain internship hours at their place of work only if: 1) they participate in new activities that are beyond the scope of their regular job duties and 2) have a qualified site supervisor. For doctoral students with extensive clinical experience, in consultation with the advisor, up to 200 of these hours can be substituted with research activities.

The doctoral Internships may be taken in either order, with approval of your program advisor and the Clinical Coordinator (Dr. Karen Mackie). If it is deemed necessary that a student with insufficient clinical experience have additional counseling experience before teaching and supervising the Masters’ students, an expanded Supervised Internship in Counseling Practice of 600 hours, devoted entirely to clinical practice, is taken before the Supervised Internship in Teaching and Clinical Supervision.

COMPREHENSIVE EXAMINATION

The comprehensive examination comes at the point in your program when you have passed the portfolio assessment and completed all the coursework for the degree (except for your internships). You should consult with your advisor to determine if you are ready to begin the "comps". There is an important orientation offered on the topic of comprehensive exams and dissertations.

Purposes of the Comprehensive Examination

1. To demonstrate a breadth of knowledge in the area of counseling and/or human development.

2. To demonstrate the ability to critically review literature

3. To demonstrate an understanding of research methodology.

4. To demonstrate a depth of understanding of your own research area and to situate your area of expertise within a wider, theoretical framework.

PROCEDURE FOR DESIGNING THE EXAM

The comprehensive examination can take one of two forms depending upon your degree program. You should meet with your faculty committee to discuss the design of the examination, i.e., fields to be examined and manner of examination. Warner School faculty have stipulated that at least one part of the examination must be in written form. After consulting with your committee and submitting the appropriate paper work, you will have one year to complete the examination. Successful completion of your comprehensive examination should put you well on the path toward writing your dissertation proposal.
Option 1: COUNSELING & HUMAN DEVELOPMENT STUDENTS, Ed.D. or Ph.D.:

For all Ph.D. students, and for Ed.D. students who choose to adopt this method of examination, the comprehensive examination will take the form of three essays (20-25 pages) written in response to three questions related to your research area. The three questions will most typically deal with the following areas (variations on the three areas of examination can be discussed with the chair of your comprehensive examination committee):

**Theory:** This paper examines the various theoretical orientations that might be used to frame understanding of a particular problem in counseling and/or human development.

**Research:** This paper demonstrates an understanding of the empirical and other research literatures in the student’s area of interest. An important aim of this paper is for the student to reveal, for the purpose of future inquiry, specific gaps in the existing literature.

**Methodology:** The methodology paper demonstrates knowledge of a research methodology relevant to the student’s area of interest. The paper should include a proposal for how the student would design a research project relevant to their interest area and a scholarly justification for the use of that design.

Option 2: COUNSELING & HUMAN DEVELOPMENT STUDENTS, Ed.D. Only

For Ed.D. students (either Accelerated or Traditional Ed.D. tracks) the comprehensive examination will take the form of two essays (30-35 pages) written in response to two questions related to your research area. The two questions will deal with the following areas:

**Counseling or Development question/problem literature review and theory exposition:** This paper introduces a general area of inquiry that will become the focus of the student’s dissertation. The introduction to the area of inquiry will include: a) a critical literature review articulating the depth and breadth of existing research investigating issues central to the student’s identified area of inquiry, and b) the major theoretical considerations raised by the area of inquiry that will be the focus of the dissertation. *Must be related to your dissertation.*

**Considerations of professional practice and research methodology:** This paper consists of an elaboration of the student’s specific research question and includes: a) an articulation of the specific research question; b1) an explanation of the relevance of the area of inquiry to improving practice, b2) a presentation of evidence that supports the student’s claims of relevance to practice; c) a comprehensive scholarly description of a methodology to address this area of inquiry, and d) a rationale for the use of the student’s chosen methodology. *Must be related to your dissertation.*

**Process**

1. Obtain from the Warner School’s Office of Student Services or web site the instructions for forming a comprehensive examination committee. The instructions also include a form on
which the examination questions are typed and which the committee members sign agreeing to serve on the committee.

The three-question examination committee is composed of three faculty members. For **Ph.D. committees**, at least two of the three committee members must be full-time, tenured or tenure-track Warner School faculty members. One of those Warner faculty members must be from the student’s program area, and the other from either inside or outside the program area. The third committee member may be a full-time, tenured or tenure-track faculty member from the Warner School, but also may be a full-time tenure track faculty member from another school/college in the University. For **Ph.D. committees** the third member may come from a college or university other than the University of Rochester. In this case, the student must obtain a curriculum vita from the third proposed member and submit it to the Associate Dean of the Warner School for his approval. The proposed committee member must have an earned doctorate, be tenured or tenure-track faculty, must have a rank of at least assistant professor, and be actively engaged in research.

For **Ed.D. committees** evaluating a three-question exam, at least two of the three committee members must be a Warner School faculty member who either is on a tenure-track with a rank of at least assistant professor, or is a Warner School clinical faculty member with a rank of assistant professor or higher. The third committee member may be a faculty member from the Warner School, but also may be a faculty member, with either a Ph.D. or Ed.D., from another school/college in the University. For **Ed.D. committees**, the third committee member may also come from a college or university other than the University of Rochester. Alternatively, the third committee member for Ed.D.’s may be a non-university or college-based practicing professional from the candidate’s area of specialization. In all cases, the third committee member for an Ed.D. must have an earned doctorate.

For **Accelerated and Traditional Ed.D committees** evaluating the two question format, the two committee members must be a Warner School faculty member who either is on a tenure-track with a rank of at least assistant professor, or is part of the Warner School clinical faculty with a rank of assistant professor or higher.

2. Meet with your program advisor or another faculty member with whom you have developed a relationship; discuss and clarify your area of research interest; begin to plan two/three questions that might be appropriate for the comprehensive exam; and discuss potential members for your comprehensive exam committee.

3. Meet with other potential members of the committee. Discuss your research interest with them. Show them the tentative questions you have generated. Get their input or suggestions. If there seems to be compatibility, invite them to serve on the committee.

Note that the writing of the two/three questions is a co-construction process between you and your committee members. The net result is three questions that fulfill the purposes of the examination and make sense to you and the committee members.

4. Complete the Comprehensive Examination form, have it signed by all three committee members, and submit it to the Office of Student Services.
Time Line

The Comprehensive Examination form may be filed during the semester in which you are completing the last of your academic courses (not counting internships); however, it must be filed within one year of having completed one’s academic courses.

For the three essays option (Ph.D. and Ed.D.) the student may finish their exam as quickly as they are able to generate a high quality product; however, a complete draft of the first essay must be submitted within a maximum of 3 months of filing the exam form, a complete draft of the second essay must be submitted within 6 months of filing the exam form, a complete draft of the third essay must be submitted within 9 months of filing the exam form, and the final essay for each question must be completed to the satisfaction of the reader of each question no later than one year after filing the exam form.

For the two essay option (Ed.D. only) the student may finish their exam as quickly as they are able to generate a high quality product; however, a complete draft of the first essay must be submitted within 4 months of filing the exam form, a complete draft of the second essay must be submitted within 8 months of filing the exam form, and the final essay for each question must be completed to the satisfaction of the reader of each question no later than one year after filing the exam form.

The expectation is that first drafts will be complete and well-executed essays. It is at the discretion of the reader as to how many re-writes are acceptable.

If a student fails to complete the examination within the deadlines stated above, he or she may be withdrawn from the program. It is at the discretion of the committee to grant, for good cause, extensions of the deadlines above, up to but not exceeding one year. Leading a busy life is not good cause for receiving an extension.

DOCTORAL DISSERTATION AND DISSERTATION RESEARCH

The dissertation is a culminating, scholarly research project that is informed by theory and, in some cases, contributes to theory. The dissertation should reflect your professional interests, and it should contribute to the field of counseling and human development or counselor education. In determining your dissertation topic, it is vital for you to consult with your advisor or another faculty member who agrees to sponsor your dissertation. Engaging in this consultation early in the process will ensure that you are following correct procedures and avoiding any unnecessary and time consuming inefficiencies. At least three faculty members must serve on your dissertation committee. Again there are specific requirements for committee composition, which are different for the Ed.D. and Ph.D. degrees. When you finish your comprehensive examination, it is time to pick up the information packet on forming a dissertation committee, which can be found on the Warner web site under Student Services at: http://www.rochester.edu/warner/studentservices/dissertation/index.html
In preparing to work on their dissertation and while working on their dissertation, doctoral students are required to take a certain number of “dissertation research credits.” Ed.D. students are required to take a minimum of 9 credit hours of dissertation research; however, 15 credit hours are strongly recommended. Ph.D. students are required to take a minimum of 27 credit hours of dissertation research and an additional 3 credits of an advanced methods course (options for the advanced methods requirement are listed on the Program of Study).

“Dissertation Research” can mean any of the following:

• a required or elective course that bears directly on one’s dissertation topic
• an independent study course that bears directly on one’s dissertation topic; students may opt to take an independent study that allows them to focus on their comprehensive examination
• a research apprenticeship or field study that either bears directly on one’s dissertation topic or develops methodological skills needed for one’s dissertation research (research apprenticeship is required for all Ph.D. students)
• ED 593/Ed.D. Dissertation Research or ED 595/Ph.D. Dissertation Research, which involves students working independently on their dissertation proposal and/or dissertation under the guidance of their faculty sponsor and committee members (a minimum of 15 credits is strongly recommended for Ph.D. students and a minimum of 9 credits for Ed.D. students).

EVALUATION, RETENTION AND DISMISSAL PROCEDURES

When a student graduates from the Warner School with a doctoral degree in counseling, we are certifying that student is ready to begin serving the public as a qualified counselor educator and doctoral-level practitioner and supervisor. We take this responsibility very seriously, and in this spirit formal and informal evaluation occurs continuously throughout each student’s program.

In part, evaluation takes place in each course, and it is Warner School policy that any student who receives two “C” course grades while at the Warner School be dismissed from the program. Likewise, a grade of an “F” is considered adequate grounds for dismissal. The University’s Regulations and University Policies Concerning Graduate Studies (the “red book”), and the University’s Official Bulletin—Graduate Studies contain additional information on how dismissal may result from harassment, academic misconduct, or violation of other university rules.

Aside from these issues, not everyone is suited to the profession of counseling and counselor education. We do our best during the admissions process to accept students who appear to have the academic, professional and personal characteristics that would lead to success. However, such judgments inevitably are based on limited data. Moreover, personal crises and difficulties subsequently may arise that interfere with a student’s continued success in the program. For these reasons, the faculty of the Counseling and Human Development department continuously monitor students’ dispositions, behaviors and general progress through the program—informally throughout the year and formally once a year for all students. To ultimately be awarded a doctoral degree, the following dispositions are required of all Graduate Students in the Counseling Programs of the Warner Graduate School of Education.
Student Dispositions

A. Students must consistently and reliably display a level of emotional strength and balance that allows them to effectively carry out the duties of a competent counselor or counselor educator. Indicators of emotional health and fitness would include the following:

- Capacity for sound clinical and interpersonal judgment and the ability to deal with critique and conflict in a healthy and productive manner, including work with:
  - Classmates, in and out of the classroom
  - Supervisees
  - Staff at the university and at clinical sites
  - Professors, supervisors and graduate assistants
- Reliable completion, even under conditions of stress and emotional challenge, of expected clinical and academic responsibilities including:
  - Meeting all obligations to staff and clients at the clinical site
  - Meeting all obligations to master’s-level supervisees
  - Completing all necessary documentation and communication commitments at the internship placement
  - Completing all necessary documentation and communication commitments relating to supervision responsibilities
  - Completing class assignments and being an active learner in the classroom.
- A respect for diversity of beliefs, practices, appearances, and orientations, and a commitment to, and capacity for self-reflection regarding issues related to diversity
- The ability, even in times of extreme stress, to convey empathy and compassion.

B. Students must display sound moral and ethical judgment including the following:

- Full disclosure to supervisors or appropriate faculty of any difficulties with clients or delivery of client services
- Full disclosure to supervisors or appropriate faculty of any difficulties with supervisees or delivery of supervision
- Accurately and honestly recording case notes or notes regarding supervision
- Strictly adhering to the rules of confidentiality including both client information and personal information shared by classmates in the classroom
- Becoming familiar with the ACA Code of Ethics and adhering to its principles
- Avoiding plagiarism and other forms of academic dishonesty

Discipline or Remediation

The 2005 ACA Code of Ethics states that faculty members in counseling programs should help students and supervisees to obtain remedial assistance when needed, and that students should be dismissed from the training program who are unable to provide competent service due to academic or personal limitations.

If it appears to the program faculty that a student is having difficulty developing the professional knowledge, attitudes, skills, and essential behaviors expected of professional counselors, the
If a student’s fitness or suitability for the program is in question, the following steps will be taken:

1. **Meeting with faculty**: A request will be made for the student to meet with the appropriate faculty member or the advisor.

2. **Documentation**: Following discussion with the faculty member or advisor, assuming that the faculty member or advisor stills deems the conduct or disposition unacceptable, the behavior or disposition will be documented and placed in the student’s record.

3. **Remediation**: Steps will be proposed by the faculty/advisor for remediation of the problem. It is expected that the student will commit to the remediation process. If the student fails to commit, actions for dismissal may be taken.

4. **Continued Pattern of Misconduct**: If the student’s pattern of misconduct or inappropriate disposition persists in spite of remediation efforts, the following will take place:
   a. The student will receive a letter from the department chair informing them that their continuation in the program is in jeopardy.
   b. Full-time program faculty and other faculty relevant to the case will meet to decide whether: i) further remediation should be considered, in which case the student will receive a written detailing of the remediation steps, ii) the student will be told to take a mandatory leave of absence, or iii) the student will be dismissed from the program.
   c. A letter will be sent to the student stating the decision of the faculty committee.

5. **Counseling**: The student will be asked to meet with the advisor who will provide counseling regarding suggested remediation along with a contract to that effect, which will be signed by the student. In the case of dismissal, in accordance with the ACA Code of Ethics, the student will be provided with counseling regarding alternative career or program options.

**Please note:** Students may required to engage in personal counseling as part of a remediation process. In addition, students may occasionally be asked submit to a psychological evaluation to determine if they can function effectively in a clinical setting.

Should a referral for services be deemed appropriate, students may access campus resources including:

1. University Counseling Center, (3rd Floor of the UHS Building), [www.rochester.edu/ucc](http://www.rochester.edu/ucc), (585) 275-3113, (Monday thru Friday 8:30 am – 5:00 pm for appointment);

2. Writing Support Services, (Dewey 2-110A), (for appointment access through the website link [www.rochester.edu/warner/programs/writing/](http://www.rochester.edu/warner/programs/writing/));
3. Career Center (302 Meliora Hall), [www.rochester.edu/careercenter](http://www.rochester.edu/careercenter), (585) 275 2366;
4. Campus Ministry (Interfaith Chapel), [www.rochester.edu/chapel](http://www.rochester.edu/chapel), (585) 275- 4321.

**Grievance Procedure**
The student may appeal any of these decisions to the Warner School’s Associate Dean, who will then follow Warner School procedures for mediating and adjudicating student complaints, protests and dismissal actions.
COMPLAINTS, GRIEVANCES, PETITIONS

The academic advisor is the first person whom students should normally consult about all matters pertaining to their academic experience in the Warner School. If students have further questions or concerns – or simply wish to express their views about various issues in the Warner School – they should next consult the Counseling and Human Development Program Chair, Kathryn Douthit (275-3937; kdouthit@warner.rochester.edu). Beyond that, students may contact the Associate Dean Brian Brent (275-3930; bbrent@warner.rochester.edu).

PERSONAL/PROFESSIONAL DEVELOPMENT AND COUNSELING SERVICES

During the course of the program, students may engage in certain exercises and experiential activities to learn clinical techniques and promote self-awareness. These activities are not intended as therapy or counseling for the student. However, any exploration into the self has the potential to invoke emotions, memories or personal insights that may prove unpleasant or disconcerting.

Participating as a client in individual or group counseling fosters professional growth for future counselors and counselor educators. To the extent that counseling helps us grow as persons, gain insight into our own lives and the relationships and systems in which we operate, and resolve our own conflicts, the better a counselor we will be. Even if we are experiencing no particular conflicts or problems ourselves, counseling can be a means of further growth and learning. Counseling is a form of inquiry, a mode of research. The more we have experienced counseling from the perspective of a client, the deeper understanding we will have of the counseling process and the institutional practice of counseling. For all these reasons and others, we strongly encourage all students to take the opportunity of receiving even a limited number of counseling sessions—for their own personal development and to help them to become successful in their future careers as professional counselors.

You may know of professional counselors with whom you might work as a client. However, to make this opportunity more readily available to our counseling students, we have arranged with a number of Warner School’s Counselor Education Program alumni, now experienced counselors, who have volunteered to provide current students with counseling services at no cost. Students will be given a list of such professional counselors in the community to contact. Students can also use the services of the University Counseling Center (UCC) (www.rochester.edu/ucc, (585) 275-3113). UCC will provide evaluation and counseling sessions for full-time students and will do evaluations and referral for part-time students. Students who are having any academic, professional, or personal problems are encouraged to utilize one of these services, and students who are having none of these difficulties are equally encouraged to do so. Students engaged in such counseling are assured that not only are their sessions completely confidential, but Warner School faculty will not even know who is availing themselves of this service.
Aside from the need or opportunity for formal counseling, students may demonstrate attitudes or behavior which counseling program faculty perceive as potentially problematic for professional counselors. The faculty reserves the right to provide feedback to students regarding communication skills, interpersonal relations, attitudes and behavior which seem relevant to the role of professional counselor, if they believe the student may benefit from this information.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

There are many professional opportunities available to you at the Warner School, the University, in the Rochester area, and beyond. These opportunities include workshops that are designed to help you meet your professional and educational needs, including a Master’s thesis workshop, an NBCC exam workshop, and others that will be announced. Another valuable opportunity is the Warner School lunch hour colloquia that are given on a regular basis by professionals in the field of counseling, education and human development. In addition, the School Counselors’ Conference sponsored by the Western New York School Counselor Consortium, in which the Warner School is a partner, is held each year. There are other lectures, workshops, conferences and educational opportunities offered within the Warner School, the University, and the community that can contribute to your personal and professional development. Some of these opportunities may be announced in classes and some by notices placed in your mail folder. A major means of communicating such opportunities is on the Counseling and Human Development Program email “listserv”. Another excellent place for learning about such opportunities is on the Counseling and Human Development Program bulletin board in the counseling office wing of Dewey Hall. You are encouraged to check the bulletin board regularly for information on upcoming conferences, professional workshops and educational events. Some relevant links to important professional organizations include:

North Atlantic Regional Association of Counselor Educators and Supervisors (NARACES):
www.naraces.org

Association of Counselor Educators and Supervisors (ACES):
www.acesonline.net

American Counseling Association (ACA)
www.counseling.org

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PROFESSIONAL MEMBERSHIP

All students are strongly encouraged to join the American Counseling Association (ACA) and other counseling-related organizations. As a professional, it is important to remain current in your professional field by keeping updated on new trends and issues. Joining ACA is an effective method for staying current in the counseling field. As an ACA member, you will receive professional newsletters, journals, and announcements of professional activities. Also, ACA has several divisions to fit your professional areas of interest. By joining one or more of these professional divisions, you will receive information that is specific to your career goals.

Membership in ACA is also an excellent way to obtain low cost professional liability insurance, which is required of students doing Internship courses. Students can take advantage of the student discounted membership rates. To obtain information on ACA and its divisions, call 1-800-347-6647, x284 Membership information is also available on the Counseling and Human Development Bulletin Board.

DEPARTMENT LISTSERV

The objectives of the listserv are:
1. To facilitate the transmission of relevant information TO members of the Counseling and Human Development Program (faculty, staff and students),
2. To facilitate requests for information FROM members of the Counseling and Human Development Program,
3. To provide a convenient forum for the exchange of ideas on topics relevant to counseling and human development, and
4. To develop a sense of community among faculty, staff and students in the Counseling and Human Development Program.

Appropriate types of messages for the listserv include:
1. Announcements about events, learning opportunities, or resources that would be of interest to those in counseling and/or human development,
2. Questions you have about subjects related to counseling and/or human development,
3. Requests to the list for help on programs, projects, classes, research, or other tasks you are working on related to counseling and/or human development, your program, your work, or your career development in the field,
4. Questions about the Counseling and/or Human Development programs which might be of interest to a good number of others in the program, and
5. Comments on public issues connected to or of interest to the field of counseling and/or human development.

Inappropriate types of messages for the listserv include:
1. Questions and comments about your own situation in the Counseling or Human Development program that are mostly of individual concern to you. Better to communicate with your advisor or the chair privately on this,
2. Cyber-counseling on private, personal issues (as distinguished from career development issues),
3. Questions about a particular course; better to communicate directly with the instructor,
4. Comments on public issues or other subjects not connected to the fields of counseling or human development,
5. Negative feedback directed to individuals, whether faculty or students; better to write to or talk to them directly,
6. Profane or offensive language or comments inconsistent with the Warner School’s commitment to tolerance, equity and fairness to all groups and individuals.

Participation on the listserv is open to all faculty, students and staff currently associated with the Department of Counseling and Human Development at the Warner School. Important departmental announcements on the listserv will also be posted on the departmental bulletin board in Dewey Hall and remain there for at least two weeks. Email address privacy is protected. Your email address is not seen by other members of the list unless you send a message to the list. The listserv manager (the department chair) reserves the right to remove any name from the listserv whose behavior is inconsistent with the guidelines above.

To Use the Listserv:

1. To send a new message to the list, address and send your message to: warnerchd@mail.rochester.edu.
2. To respond publicly to someone else's message, hit "Reply"; then type and send your message.
3. To respond privately to someone else's message, don’t hit “Reply”. Instead send them a new message, typing their address in the "To:" space.

LIABILITY INSURANCE

All students enrolled in the doctoral counseling programs are required to obtain professional liability insurance before participating in any off-campus, counseling practicum or internship experience. Professional liability insurance for student professional counselors may be purchased from the American Counseling Association at a very reasonable cost. Information and applications are available from ACA, at 1-800-347-6647, x284.

NATIONAL BOARD OF CERTIFIED COUNSELORS

Students with a Master’s degree in School Counseling, Community Counseling or Mental Health Counseling may be eligible to apply to for the credential, National Certified Counselors (NCC), granted by the National Board of Certified Counselors (NBCC). The NCC is a valuable asset for counselor educators and leaders in the field of counseling. You will learn about the National Board of Certified Counselors in one or more of your courses. Information on signing up for the NCE and notice of a workshop to help you prepare for taking the exam will be distributed via the
CHD listserv and posted on the Counseling and Human Development Program Bulletin board at the appropriate times each year. Professor Andre Marquis coordinates the NCE and is the person to go to with questions about national certification and about the exam.

CERTIFICATION and LICENSURE

If you are interested in becoming certified as a school counselor in New York State or as a Licensed Mental Health Counselor the State of New York, you may be able to use your doctoral program to help you obtain certification or licensure. The doctoral program will also help you meet the requirements for advanced certification in supervision through NBCC. For further information, contact your program advisor.

MENTAL HEALTH COUNSELING LICENSURE

As of January 1, 2006, the State of New York requires that all who practice as Mental Health Counselors be licensed. The New York State law dictates that without a license a person: 1) cannot call themselves a mental health counselor (i.e, use that particular title), and 2) cannot perform psychotherapy and other duties (i.e., participate outside their scope of practice). To be a licensed mental health counselor (LMHC) in New York State, counselors must have met three requirements:

1. Obtained a master’s degree from a mental health counseling program registered with New York State or independently amass educational requirements detailed by the state. The Warner School’s Ed.D. in Mental Health Counseling is registered with New York State for licensure purposes;

2. Passed a Mental Health Counseling Examination approved by New York State. This must be taken after completing the educational requirements in item #1 above; and

3. Amassed three thousand (3000) supervised hours of post-master’s experience in an approved mental health counseling setting.

Following completion of the state registered Ed.D. in Mental Health degree at the Warner School, students are eligible to receive a limited permit. The limited permit is required to begin and complete the 3,000 hours of post-master’s supervised practice. More information concerning the LMHC licensure process can be found on the website of the Office of the Professions of New York State: http://www.op.nysed.gov/mhp.htm. Although Warner faculty make every effort to keep students updated regarding the licensure process, it is the responsibility of the student to familiarize themselves with the Office of the Professions web site and to stay current with changes dictated by the State. Local and state groups such as the New York Mental Health Counselors Association (NYMCHA) and the Rochester chapter of NYMCHA invite student participation and are excellent sources of information regarding changes to the law being considered and implemented by the State.
Transportability

Requirements for licensure vary dramatically from state to state. Currently the State of New York does not have reciprocal agreements with other states that would grant automatic licensure to relocating New York LMHC’s. Hence if you plan to practice outside of New York, it is imperative that you become aware of the licensure laws in the new state.

COUNSELING HONOR SOCIETY

The Counseling Program at the Margaret Warner School of Education sponsors a local chapter of Chi Sigma Iota (XΣI), the National Honor Society for counselors. Our local chapter is named Upsilon Rho Iota (YPI). Membership in the chapter is open to faculty, program alumni, and students who have demonstrated academic and professional excellence. Along with national recognition as a counseling professional, your involvement with our local chapter will allow you to network with other counselors as well as contribute to your own growth and development within an organization that is dedicated to maintaining exemplary standards of practice. You will receive further information about the chapter and about eligibility in the spring semester of your first year in the program. Professor Bonnie Rubenstein is the faculty Advisor for the Chapter and will be happy to speak with you about it.

TIME LIMITS

Students must complete their degrees within seven years of being accepted into the doctoral program (six years if you transfer 15 credits or more into your doctoral program). The University’s continuous registration policy requires that doctoral students register each semester until graduation, whether or not they are taking courses. If the student has completed all of the coursework on their Program of Study but has not completed the dissertation, they will be required to pay a continuation of enrollment fee, in lieu of fees for course credit, when they register for the semester. For more information, consult the Graduate Studies Bulletin.

JOB PLACEMENT AND CREDENTIALS FILE

The University of Rochester Career Center assists students in their search for professional positions. Doctoral students have the option of creating a professional file that includes their academic record, letters of recommendation, and any other information that is needed when applying for jobs or further graduate study. By establishing a file, you are able to keep all the information needed in the application process together and available to be sent to prospective graduate schools, credentialing bodies, and employers upon your request. The Career Center also has helpful information about resume writing, interviewing, job searching and other career-related information.

LETTERS OF RECOMMENDATION AND ENDORSEMENTS

Students may request letters of recommendation and endorsement from program faculty for credentialing, or employment purposes. Ethically, graduate faculty may endorse students for employment only in the area(s) for which they have been trained. Students should not list
faculty members as references on job applications, university applications, or resumes/vitae without first obtaining the consent of the faculty member.

The more familiar a faculty member is with the students’ academic work, counseling skills, professional experience, character, and other qualifications, the better reference or recommendation they can give. Neither the program nor the faculty members are obliged to serve as references or write letters of recommendation for students, but when faculty members can do so in a way that can be meaningful and helpful to students, they are usually happy to do so. Please give faculty members ample notice when requesting letters of recommendation.

CLASSROOM ETIQUETTE

The age of technology has brought significant improvements to the classroom, yet it has also brought some problems that can seriously disrupt the learning environment. Problems counterproductive to optimal classroom functioning include ringing cell phones, texting and twittering, checking e-mail, searching the Internet and playing computer games. Technological distractions along with standard issues of etiquette (e.g., private discussions with classmates, more than one person talking at a time, lack of civility towards fellow students, napping and other disruptive behavior) during an intellectual or sensitive discussion or class lecture can create a toxic environment or compromise the learning experience of classmates. In light of the importance of maintaining a healthy, safe and productive learning environment, all students will adhere to the following guidelines during class time:

1. Cell Phones will either be turned off or put into a silent mode
2. Students who receive emergency or “on call” phone calls will exit the room to answer them.
3. No texting or twittering during class time.
4. Watch and phone alarms will be turned off.
5. Computers will be used for note taking only (no e-mail, web searches, or other class projects).
6. Students will be civil to each other and to the faculty at all times (i.e., avoid talking over others, having private conversations, yelling at others, using disrespectful and/or using profane language outside of an appropriate context).

Students will be warned of inappropriate behavior or language and will be subject to disciplinary action or ultimate dismissal if warranted by their persistent violation of these policies.
STUDENT SIGN-OFF SHEET

After reading the Counseling Student’s Handbook, please complete this form. Students must complete and submit this form by September 30 in their first fall semester in the program. Forms can be submitted to any one of the following:

- Cathy Ercolamento, in the Administrative Support Office, located in Dewey 1-206A
- Your instructor in Contemporary Trends in Mental Health Assessment, Intervention, and Research
- Your instructor in Advocacy, Consultation and Systems Change in Counseling and Human Development

______________________
Date

I, ____________________________, have read this Counseling Students Handbook of the Counselor Education Program. I understand its contents, and I agree to abide by the policies, procedures, and ethical standards of the Counselor Education program and the counseling profession.

______________________
Signature
CHECKLIST AND TIME LINE

This checklist will help you keep track of some of your responsibilities as you progress through the doctoral program in counseling. The items below do not reflect every step, form, and hurdle in your path; rather the list highlights some of the benchmarks that we particularly want to call to your attention—so you have a sense of the flow of events and so you don’t forget these important steps. You should consult the other handbooks and pay attention to other information that comes your way throughout the program to be sure you are current with other responsibilities or deadlines that the Counseling Program, the Warner School, or the University may have established.

BEFORE OR AT THE BEGINNING OF YOUR PROGRAM

_____ Attend the Warner School Student orientation. These are offered periodically, cover many topics essential to doctoral study, and are required for all new students. If you cannot attend the scheduled orientations, it is your obligation to request the packet of informational materials distributed at orientation from Brenda Grosswirth in the Warner School administration office, and you should talk with another student who did attend to find out what you missed.

_____ Attend the Counseling Program Student orientation. This is a mandatory meeting held prior to the start of the fall term. During this orientation, all of the information located in this handbook is discussed. During this time, you are afforded the opportunity to ask your initial questions concerning the handbook contents.

_____ Meet with your assigned faculty advisor and develop a program of study. This should be done as soon as possible upon beginning your program. It is important to plan your course of study with your advisor right from the beginning, so you are sure to take your courses in the most logical order. Your graduation could be delayed for as much as a year if you take some of the courses in the wrong sequence.

_____ Read this Handbook; and sign and turn in the form on the last page.

DURING YOUR PROGRAM

_____ Join ACA or other professional organization and obtain professional liability insurance. Professional liability insurance is required before beginning your clinical sequence.
Join NARACES and ACES.

Discuss the NCE with your advisor. If interested, obtain an application packet from the Counseling and Human Development Office.

Attend the NCE workshop. This is held in February or March to prepare students for the April examination.

Take the NCE. The exam is given twice a year, in October and April. It is probably best to take it in April of your last year, when you knowledge from the past years’ courses is most current.

Arrange your internship site. Information on this and assistance in identifying a site should be discussed with your faculty advisor.

Participate in Personal Counseling. This is optional but highly recommended. It can take place at any time during your program. See section on Personal/Professional Development and Counseling Services for more discussion and information on this subject.

Submit your portfolio for review. You must submit your portfolio for review after you have completed 18 credits of coursework.

Plan your research apprenticeship with a faculty member. This is required for Ph.D. students, and is optional for Ed.D. students.

DURING THE LAST YEAR OF YOUR COURSEWORK

Discuss your comprehensive examination with your faculty advisor. You cannot begin your exams until your required coursework is near completion, but it is a good idea to be thinking about your questions for the exam.

Complete and submit your comprehensive examination form. You will need your three faculty committee members’ signatures on the form (two signatures are required for the two credit option).

Discuss your dissertation proposal with your faculty advisor. It is important to begin thinking of your dissertation as early as possible.

Complete your last formal course(s). Be sure your internship site supervisor sends the Joint Assessment Form in by the end of the semester, so you can receive your grade for the course and be able to graduate.

Establish your comprehensive examination committee. Your committee must consist
of three (two for the two question option) faculty members, two may be from the Counselor Education program while the third is from an area outside of Counselor Education.

**Work on your comprehensive examination.** You have one year to complete your exams.

**FOLLOWING COMPLETION OF YOUR COMPREHENSIVE EXAMINATION**

**Form your dissertation committee.** Your dissertation committee must consist of at least three faculty members. Typically, the dissertation committee consists of the three faculty members that were on students’ comprehensive examination committee. Ph.D. students must find a forth faculty member from outside the Warner School.

_____ Write your dissertation proposal.

_____ Conduct your dissertation research.

_____ Begin planning your job search. If you will be looking for a new job upon graduation, begin planning in the fall of your last year. Now is the time to start talking to people about this process and informally visiting potential schools or agencies where you might want to work.

_____ Contact the Career Center. Early in your final semester you should contact the Career Center and begin setting up your placement file. Even if you have a job or have one lined up, you may very well be looking for a job in the future. Establishing a file at the Career Center now is free and may prove to be an valuable resource in years ahead.

_____ Complete your Dissertation. Regulations for completion are quite different for the Ed.D. versus the Ph.D. Be sure to familiarize yourself with these regulations.

_____ Attend Graduation. It’s really a lovely occasion, built around the graduates.