

**MANUAL FOR DOCTORAL STUDENTS
AND ADVISORS
COUNSELOR EDUCATION**

**College of Education and Health Professions
University of Arkansas**

Table of Contents

Table of Contents -----	2
Preface -----	4
Counselor Education Program Faculty and Staff-----	5
Introduction and General Information -----	6
Orientation -----	6
Program Vision -----	6
Program Mission -----	6
Program Philosophy-----	7
Desired Student Qualities-----	7
Curriculum Goals and Policies-----	8
Professional Organizations-----	9
ACA, ArCA, CSI-----	9-10
Retention -----	10
Doctoral Student’s Normal Progress Statement-----	10
Academic Honesty-----	11
Dismissal-----	14
Academic Grievance Procedures for Graduate Students -----	16
Graduate Assistantships -----	17
Endorsement Policy -----	17
Advisory Council -----	17
Certification/Licensure -----	17
Counselor Licensing / School Counselor Certification -----	17
Counselor Education Ph.D. Degree Program Requirements & Portfolio-----	18-20
Overview -----	21
Program Areas and Doctoral Degree Programs -----	21
Declaration of Intent -----	21
Program of Study -----	21
Degree Program Phases: Advisory and Candidacy -----	21

Doctoral Degree Program Requirements -----	21
Doctor of Philosophy (Ph.D.) Degree Requirements ----- (Counselor Education)	22
Procedures: Steps in the Progression through the Degree Program-----	23
Advisory Phase	
Step One: Initial Consultation With A Temporary Advisor -----	23
Step Two: Drawing Up a Tentative Program of Study -----	23
Step Three: Appointment of a Doctoral Advisory Committee -----	23
Step Four: Advisory Committee Approval Of A Program of Study -----	24
Step Five: Written Candidacy Examinations -----	25
Step Six: The Doctoral Oral Candidacy Examination -----	26
Candidacy Phase	
Step Seven: The Dissertation Committee -----	28
Step Eight: Preparing a Dissertation Proposal -----	28
Step Nine: Committee Approval of The Dissertation Proposal -----	30
Step Ten: The Institutional Review Board -----	30
Step Eleven: The Dissertation -----	31
Step Twelve: The Oral Defense -----	32
Step Thirteen: Dissertation Submission -----	33
Step Fourteen: Graduation -----	34
Questions and Answers -----	34-36
Appendices	
A Checklist -----	37
Informed Consent Agreement-----	38
Professional Characteristics Review Form-----	39
Sample Document Forms (available in CNED office 136 GE)	

PREFACE

Congratulations on your acceptance into the CNED doctoral degree program.

This *Manual* is intended to assist you in progressing toward completion of your Ph.D. program. Answers to the questions most frequently asked by students are contained in these pages. Your academic advisor, as well as staff in the departmental office (Graduate Education Room 106), will be happy to respond to any additional inquiries you may have. But *please* consult the *Manual* first.

We recommend that you retain this Manual as a reference guide throughout your enrollment. You are also urged to maintain a file copy of the various forms and documents you submit as you progress through your program.

Please be sure you have the most recent edition of the *Manual*. Basic requirements spelled out in this guide will apply throughout your program. However, you are expected to keep yourself informed of any procedural changes that may have been instituted since the date of your original admission. Specific requirements of the faculty in your area of study may be obtained from your faculty advisor. Graduate School rules and regulations appear in the *Graduate School Catalog*.

Please note: You are expected to complete your doctoral program within *seven (7)* years from the time of your initial enrollment for courses utilized to satisfy the requirements of your degree program. Only under special extenuating circumstances is it possible to request and obtain an extension of time beyond this normal seven-year limit.

The forms included in the Appendix to this *Manual* are intended to serve as samples only. When you are ready to file a particular form, please obtain an updated copy from the Graduate School website.

Also included is a checklist for keeping track of your progress. We urge you to use this list of forms and actions that must be taken at various points in pursuing your degree.

COUNSELOR EDUCATION PROGRAM FACULTY & STAFF

M. Reed Greenwood, Ed.D., LPC, Professor, Dean, College of Education & Health Professions (GE 324)

Roy C. Farley, Ed.D., L.P.C., Professor (GE 134)

Rebecca Newgent, Ph.D., L.P.C., NCC, Associate Professor (GE 137)

Daniel Kissinger, Ph.D., L.P.C., Assistant Professor (GE 141)

Kristin K. Higgins, Ph.D., L.P.C., NCC, Visiting Assistant Professor (GE 135)

Counselor Education Office (GE 136)

Departmental Office (GE 106)

Counselor Education Graduate Assistants (GE 117)

INTRODUCTION AND GENERAL INFORMATION

The Counselor Education Program is located administratively in the College of Education and Health Professions. The Program Coordinator reports directly to the Department Head who reports to the Dean of the College of Education and Health Professions. In order for the College, Department, and Program to operate efficiently, all concerned must be aware of the formal and informal procedures involved. From a student's perspective those procedures are primarily addressed in the *Graduate School Catalog*, as supplemented by this handbook and a Student Information Packet.

Orientation:

The Counselor Education Program will provide a formal orientation for newly admitted students within the first month of classes each fall semester. The purpose of this event will be:

- To introduce faculty, staff, and graduate assistants
- To provide relevant information regarding specific program emphases
- To apprise students of numerous information channels
- To inform students of various resources as they relate to professional organizations, individual departments, and the campus in general
- To create opportunities for peer networking and socializing

Program Vision: Become a nationally competitive student-centered research program serving Arkansas, the nation, and the world.

Program Mission: Prepare graduates to be leaders and advocates for the counseling profession and to work as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings

The purpose of the University of Arkansas Counselor Education Program is to prepare students at the Doctoral level to become leaders in maximizing the mental health and quality of life of individuals, families, communities, and educational organizations in Arkansas, the nation and the world; consistent with the scholar-practitioner model.

Our intent is to train counseling professionals who demonstrate multicultural awareness, are sensitive to life development issues, can recognize and successfully address mental health needs and are competent to help people of all ages gain improved self awareness and more effective decision making.

At the Ph.D. level, we emphasize preparing students as Counselor Educators and Supervisors who will attain leadership roles in academic and agency settings. Our counselor education and supervision graduates are trained to demonstrate advanced knowledge of counseling theory, practice and supervision, as well as advanced skills in conducting research and evaluation in schools, agencies and to the profession.

Program Philosophy:

The guiding philosophy, goals, policies, and practices of the Counselor Education Program are shaped by its central commitment:

To provide learning experiences allowing each graduate to become a fully functioning helping professional in an evolving and diverse world.

Inherent in the concept of a fully functioning individual is the notion that emotional and intellectual growth and the worth of each person are emphasized, in addition to academic and professional activities. Students admitted to the Counselor Education Program are engaged in a professional preparation curriculum, are accepted as professionals-in-training, and are expected to conduct themselves in accord with professional standards. In this context, a professional is a person engaged in an endeavor which requires advanced training in a body of knowledge that is based on theoretical and applied research, on a set of appropriate skills, and on ethical standards adhered to by members of the profession.

Desired Student Qualities:

Doctoral applicants are expected to demonstrate the following:

- Academic aptitude for doctoral-level study;
- Previous professional experience;
- Fitness for the profession, including self-awareness and emotional stability;
- Verbal and written communication skills; and
- Potential for scholarship, professional leadership and advocacy.

Appropriate to their progress in the sequence of course work, doctoral students are encouraged to display an increasing refinement of the following qualities:

ACCOUNTABILITY

The most respected students and professionals take responsibility for their actions and apply initiative.

PERSONAL AND PROFESSIONAL GROWTH

The Counselor Education faculty believes that the most effective professionals and students continually evolve, and that one avenue for growth is personal therapy in either a group or individual setting. However, because of the ethical prohibition against dual relationships, students should not expect therapy to be provided by the program faculty, in courses or otherwise.

COMMITMENT

The faculty place special emphasis on:

- Equal accessibility-- students should be sensitive to the inequities many groups and individuals experience.

- A lifespan perspective-- students are expected to be aware of the developmental stages of different populations, and be committed to lifelong development for themselves and those they serve.
- The counseling profession--participation is encouraged in academic, honors, and professional organizations.

EVOLVING PERSONAL PHILOSOPHY

The Counselor Education Program does not espouse a favored philosophical base regarding counseling; instead, the program exposes students to a variety of perspectives and expects students to formulate a personal philosophy of counseling. Students are expected to become capable of designing effective strategies for counseling which consider the nature and purposes of clients and the competencies of the counselor or consultant.

PROFESSIONAL IDENTITY

Students are expected to conduct themselves ethically as helping professionals who work closely with other professionals in multi-disciplinary settings.

RESEARCH ORIENTATION

The doctoral program is a research degree. Students will gain a comprehensive awareness of pertinent research during their training, and should develop personal research skills appropriate to their academic and occupational goal.

LEADERSHIP

Members of the faculty strive to model professional leadership and to make students aware of leadership opportunities. Examples of student opportunities include service to the community, positions in student organizations, graduate assistantships, presentations to professional groups, publication in professional journals, and voluntary work for the Counselor Education Program.

Curriculum Goals and Policies:

The learning experiences of the Counselor Education Program include activities that focus on three domains:

1. Knowledge: using primarily didactic methods to convey theories and facts
2. Skills: using both didactic and experiential methods in conjunction with individual supervision
3. Personal Development: by encouraging self-examination, responsibility, and openness to diverse experiences

To encourage student growth in the three named domains, each faculty member strives to meet the following goals:

- Prepare each student to work in a dynamic profession and world
- Train students to be *counselors* first and *specialists* second
- Immerse each student in the fundamental knowledge and skills that current professionals deem essential in counseling

Based on the above considerations and many years of curriculum formulation, the faculty designed the Counselor Education Program to address the following categories: (1) experiential, (2) theoretical, (3) clinical, (4) research.

Professional Organizations

Students in the Counselor Education Program are encouraged to seek membership and active involvement in the various professional organizations available at the university, state, and national levels that are appropriate to their chosen areas of concentration. The following are some examples.

American Counseling Association (ACA)

Student membership in the American Counseling Association (ACA) is available at reduced rates. Brochures about ACA are available in GE 136. ACA has national divisions, state branches, and organizational affiliates that span counseling, personnel, and guidance work at all levels in schools, community agencies, government, business, and industry. The web site is www.counseling.org

Arkansas Counseling Association (ArCA)

The Arkansas Counseling Association is the state branch of ACA, and includes 6 divisions. The e-mail address is:

<http://www.arcounseling.org/>

Divisions include:

- ArLCA Arkansas Licensed Counselor Association
- AACES Arkansas Association for Counselor Education and Supervision
- ASCA Arkansas School Counselor Association
- AAMEG Arkansas Association for Measurement and Evaluation
in Guidance
- AAMCD Arkansas Association for Multicultural Counseling Development
- AMHCA Arkansas Mental Health Counselors Association

Chi Sigma Iota (CSI)

Students who qualify may be inducted into *Chi Sigma Iota (CSI)*, an international academic and professional honor society in counseling. The local chapter, Rho Alpha Beta, encourages the furtherance of high standards of scholarship and professional practice through study groups, speaker programs, workshops, colloquia awards, social activities, and networking opportunities.

To qualify, a student must be enrolled in a program leading to a counseling-related graduate degree and have a 3.5 or better grade point average. Application may be made through the CSI faculty sponsor, or any CSI Board member.

Doctoral Student's Normal Progress Statement:

Students are expected to maintain “normal progress” in their degree programs. It is, however, impossible to establish a single standard for normal progress. Obviously, normal progress differs for part-time students versus full-time students. Normal progress may also be impacted by the need to accommodate the student's needs, or interruptions to the program caused by events in the student's life. Therefore, it will be up to the student's advisor and the graduate program coordinator to define normal progress for each student. Factors to be taken into consideration include, but are not limited to:

- Grade point average.
- Courses successfully completed toward the degree.
- Unresolved incompletes.
- Progress and/or completion of Practicum/Internship.
- Completion of comprehensive examination.
- Progress toward completion of the dissertation.

The student's ability to maintain normal progress will be assessed each year in the required annual review of graduate student progress.

Student Retention Policies

Professions engaged in protection of the public health and welfare charge their members with the responsibility of monitoring potential new members. Therefore, the Counselor Education faculty believes a component of their responsibility to their students, their professions, and the eventual consumers of services provided by graduates, is the necessity to monitor students' academic progress which not only includes course work but also includes the personal characteristics of students that will affect their professional performance in counseling and therapy. These characteristics should be of a quality so as to enhance the students' professionalism or helping capacity.

Graduation from the University of Arkansas' Counselor Education program is recommended only when students are personally and academically ready for entry into the counseling profession. All students must adhere to the following policies outlining specific instances that may lead to dismissal from the program.

Academic Program Standards

A. Academics - If a student earns a grade of C or lower, in any of the clinical courses (Doctoral Practicum, Clinical Internship/Instructorship/Supervision/Research, Supervision of Counselors/Advanced Group Counseling), the CNED faculty will determine if the student is to repeat the course or withdraw from the counseling program no later than the next semester. If a student repeats a class, a grade of B or higher is required to avoid dismissal from the program.

In addition, the Counselor Education Program defines "unsatisfactory" performance in graduate level course work as (1) a grade of "D", "F", or an unresolved "I" in any course and/or (2) an overall grade point average (GPA) below 3.25, and/or (3) failure of any part (written or oral) of the doctoral candidacy examination twice. Any of these or combination of these will result in termination of the student's doctoral program in Counselor Education

B. Academic Honesty - It is necessary to address academic honesty in its negative context. Academic *dishonesty* at the University involves acts that may subvert or compromise the integrity of the educational process. Included is any act by which a student gains or attempts to gain academic advantage through misrepresentation of him/herself, or another person, by his/ herself, or another person's work. These acts include, but are not limited to, interfering with the completion, submission, or evaluation of work and accomplishing or attempting any of the following:

1. Plagiarism: that is offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs when the words of another are reproduced without acknowledgment and/or when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is the responsibility of all students to understand the methods of proper attribution, and to apply those principles in all materials submitted.
2. Using the materials not authorized by the instructor for use during an examination.
3. Copying another student's work during an examination.
4. Collaborating during an examination with any person by giving or receiving information without specific permission of the instructor.
5. Stealing, buying, or dishonestly obtaining information about an examination.

6. Collaborating on lab work, take-home examinations, homework, or other assigned work when instructed to work independently.
7. Substituting for one, or permitting one to substitute for an examination.
8. Submitting work that has been previously offered for credit in another course, without obtaining initial and specific permission from the instructor.
9. Submitting as one's own work any prepared totally or in part by another person.
10. Altering grades or official records.
11. Sabotaging another student's work.
12. Falsifying or committing forgery on any University form or document.
13. Submitting altered or falsified data as experimental data from lab projects, survey research, or other field research.
14. Committing any willful act of dishonesty that interferes with the operation of the academic process.
15. Facilitating or aiding any act of academic dishonesty.

C. Professional Conduct- In addition to maintaining high scholastic standards, students enrolled in the Counselor Education Program must develop professional skills necessary to work effectively with people with diverse needs. The faculty expects prospective counselors:

- to be committed to, have a passion for, and be an advocate for the counseling profession
- to be open to and committed to personal growth and professional development,
- to be concerned about and demonstrate respect for people of diverse backgrounds,
- to demonstrate emotional and mental fitness in their interactions with others,
- to be able to receive and give constructive feedback, and
- to use the skills and techniques that are generally accepted by others in the professional fields

Further, students are expected to adhere to the codes of ethics of their professional associations (e.g., American Counseling Association) and the relevant regulatory boards of the

state of Arkansas. A student's acceptance in any program does not guarantee his or her fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in the program.

Evaluating Student Professional Conduct

Members of the faculty evaluate student professional conduct on an ongoing-basis. The faculty makes judgments as to students' professional conduct based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and the adherence to their disciplines' codes of ethics. A series of formal evaluations are conducted at key stages of the student's education, such as, at the end of the spring semesters; and, prior to enrollment in Practicum and/or Internship.

The faculty seeks to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. In addition to reviewing student's course work performance, students' professional conduct will be evaluated using The Professional Characteristics Review Form (PCRF) (Attached). All students will receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory progress as evidenced by the grades and/or less than average evaluations by the program faculty, at minimum, the faculty advisor will meet with the student to discuss the evaluation. The Program Coordinator and/or Department Head may choose to meet with the student and the faculty advisor to initiate the procedures described below in the Student Retention Procedures.

Examples of behaviors that may be evidence of professional impairment include the following. This list contains examples, and is not intended to be exhaustive:

- violation of professional standards of ethical codes,
- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency
- behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;
- interpersonal behaviors and interpersonal functioning that impair one's profession functioning,

- inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.

Possible Actions to Follow Manifestations of Professional Impairment

This list contains possible examples, and is not intended to be exhaustive:

- a formal reprimand
- an unsatisfactory grade in a course with the requirements that the course be repeated
- reduced course load
- appropriate personal counseling and therapy
- leave of absence
- required additional course work
- formal probation
- encouragement to withdraw from the program
- formal dismissal from the program

Student Retention/Dismissal Procedures

The Counselor Education program faculty agrees with the 2005 American Counseling Association *Code of Ethics* (Sections F.5.a., F.6., F.7., F.8. & F.9.) that state that faculty members have a responsibility to dismiss students who are unable to render competent professional service. The faculty also recognizes their obligation:

- a. to assist students in obtaining remedial assistance as needed
- b. consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program and
- c. to assure that students have adequate recourse to address decisions made.

Procedures:

1. Faculty may work on an informal basis with students evidencing academic difficulties when circumstances indicate that this method may be productive (severity of the problem may not allow for this method and informal methods are **not** procedurally required). The faculty member and student will discuss the problems, review appropriate measures of correction, and establish a time line for change.
2. When, in the professional judgment of a program faculty member, a student is not making satisfactory progress or meeting the program or university standards, the faculty

member will meet with the student to discuss the situation. At that time, the faculty member will discuss with the student what behavior(s) need(s) to be changed, suggestions for remediation, time limits for expected changes, and consequences if remediation is not successful.

3. The faculty member will complete a Personal Characteristic Review Form (see appendix) at that time and present the student with a copy of the review form. The faculty member will then notify **in writing** the Program Coordinator and possibly the Department Head concerning the meeting with the student.
4. The Program Coordinator will then appoint a three-member Faculty Retention Committee to investigate the situation. The Committee should consist of at least two faculty members from counselor education and one faculty member from an external program who may or may not have had the student in class.
5. Notice of the meeting, outlining specific charges and reasons for a hearing, shall be **in writing** and mailed to the student at least **ten** days before the meeting. The student will be given an opportunity to meet with the committee to present his/her own version of the facts. The meeting shall be open only to the members of the Faculty Retention Committee, the student, and those individuals considered to have relevant information and are approved by the committee chair to speak to the committee.
6. After considering the matter, and within 10 working days of meeting with the student, the Faculty Retention Committee will report to the student and the Program Coordinator its recommendation.
7. The Program Coordinator and the student's faculty advisor will meet with the student and convey, **in writing**, the committee's decision(s) and/or recommendation(s) along with consequences, if problems are not remedied. The Program Coordinator and the student's faculty advisor will subsequently monitor the student's progress in carrying out the committee's recommendations. If the Faculty Retention Committee recommends the student no longer continue in the program, the Program Coordinator will petition the Department Head and/or the Graduate Dean to dismiss the student from the program and possibly the Department and/or Graduate School.
8. The student will have 10 working days to notify the Program Coordinator of his/her acceptance or appeal of the program's decision(s)/recommendation(s).
9. A student not satisfied with the program's decision can follow the University of Arkansas appeal procedures.

10. Students who are dismissed for course work and/or professional conduct reasons may petition for reinstatement in the program after a period of 12 months.
11. Students who have been dismissed from the Counselor Education program for unsatisfactory performance in graduate level course work will not be allowed to take course work in Counselor Education as unclassified students.

Academic Grievance Procedures for Graduate Students

The Graduate School of the University of Arkansas recognizes that there may be occasions when a graduate student, as a result of dissatisfaction with some aspect of his or her academic involvement, has a grievance. It is a declared objective of this University that such a graduate student may have prompt and formal resolution of his or her personal academic grievances and that this is accomplished according to orderly procedures. The procedures are provided in the Graduate Catalog. Filing a formal academic grievance is a serious matter, and the student is strongly encouraged to seek informal resolution at the program and department level before taking such a step.

Graduate Assistantships

Graduate assistantships are available for qualified students in numerous fields and are typically obtained from the campus and department in which the student is seeking an appointment. Recipients of these appointments serve as laboratory assistants, research assistants, readers and student affair assistants, and are expected to carry a limited program of graduate studies. Appointees of fifty percent or more are granted nonresident tuition, and a stipend depending upon qualifications and services performed. Any graduate student appointed to the position of Graduate Assistant whose appointment is equal to or greater than twenty-five (25) percent shall, in addition to any stipend, be classified as an instate student for tuition and fee purposes. Successful applicants must have good academic records and adequate preparation for graduate study in his/her major field and have been admitted unconditionally to the Graduate School.

Applications may be obtained from the Dean of the Graduate School, the head or chair of the department in which the student seeks a position or the division of Student Affairs. For more information on financial assistance, refer to your Graduate School Catalog or contact the Financial Aid Office, 114 Silas Hunt Hall (479- 575-3806).

Endorsement Policy

The University of Arkansas Counselor Education faculty will endorse and/or write letters of recommendation or respond to questions via telephone as it relates to the graduates' specialty of study.

Advisory Council

The Counselor Education program has an advisory committee that meets yearly to provide guidance and suggestions concerning the program. Council membership is made up of representatives from the following: school counseling, community agency counseling, current students, Counselor Educators, and graduates of the program.

CERTIFICATION/LICENSURE

Counselor Licensing

Act 244 of 1997 of the State of Arkansas provides for the licensing of Associate and Professional Counselors. Students are encouraged to begin the application procedure during their final semester by contacting: <http://www.accessarkansas.org/abec/index.html>. It should be noted that a grade of B or higher is required in each of those courses by the Board for Licensure.

School Counselor Certification

Individuals who are planning receive certification from the State Department of Education are required to take the Praxis Exam in the area of Guidance Counselor. In addition, certification applicants must hold an Arkansas teaching certificate.

**Counselor Education
Ph.D. Degree Program Requirements
Effective Fall 2006**

Counselor Education Course Requirement

Required Core: Hours

CNED 6013	3	Advanced Counseling Theory and Methods
CNED 6033	3	Advanced Group Theory and Methods
CNED 6043	3	Supervision of Counselors
CNED 6073	3	Research in Counseling
CNED 6523	3	Gender Issues in Counseling and Human Development
CNED 6083	3	Consultation Theory and Methods
CNED 674V	9-12	Clinical Internship/Instructorship/Supervision/Research
CNED 6123*	3	Clinical Applications of Marriage and Family Counseling & Therapy
CNED 6413	3	Advanced Individual Appraisal
CNED 699V	2-4	Seminar
CNED 6711	1	Advanced Practicum
CNED 700V	18	Dissertation (Minimum)

*Prerequisite is CNED 6023 Foundations of Marriage and Family Counseling and Therapy

Plus 3 courses from either of the following focus areas based upon career goals:

(May choose from both areas).

Clinical Focus:

CNED 6063	3	Counseling and Sexuality
CNED 6093	3	Counseling Children and Adolescents
CNED 6003	3	Counseling and Addictions

Professors/Academic Focus:

HIED 6323	3	Design and Evaluation of College Teaching
HIED 6013	3	The Professoriate: Problems and Issues
HIED 6343	3	Strategies for Effective College Teaching

Cognate Requirement

Doctoral candidates must complete additional cognate area study related to the candidate’s intended specialty in the counseling profession: 9 hours (with advisory committee approval). Six hours of courses must be at the 6000-level. Typical cognate areas include, but are not limited to – Sociology, Psychology, Rehabilitation Counseling, and Educational Research.

Research Requirement

18 hours minimum including:

EDFD 6403*	3	Educational Statistics and Data Processing
EDFD 6413	3	Experimental Design in Education
EDFD 6533	3	Qualitative Research
EDFD 6423	3	Multiple Regression
EDFD 6453	3	Applied Multivariate Statistics

Plus 3 hours in research from the following:

EDFD 6543	3	Advanced Qualitative Research
EDFD 6623	3	Techniques of Research
EDFD 699	3	Seminar (with advisory committee approval)

*Prerequisite is Introduction to Educational Research—EDFD 5013.

Foreign Language or Computer Technology Requirement

There is a 6-hour “foreign language” requirement at the University of Arkansas for Ph.D. study. To meet this requirement it is suggested that a student (1) take or show mastery of a foreign language or (2) take 6 hours of computer technology, i.e. ETEC 5213, ETEC 5323, ETEC 5343, or (3) take 6 hours of technology related courses split between ETEC and in independent study.

Please Note:

- 1) A number of these courses require prerequisites. The student will work in concert with her or his advisory committee in developing a plan of study to complete all necessary prerequisites.
- 2) All doctoral candidates must complete a minimum of 100 hours of advanced practicum and 600 hours of internship (including both clinical and instructorship experiences) with advisory committee and clinical coordinator approval.
- 3) Continuous enrollment is required throughout the doctoral program.

Doctoral Portfolio

(Due at the time of Oral Comprehensive Exam)

1. Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.
 - a. Present a minimum of one (1) educational session at ArCA.
 - b. Submit a minimum of one (1) poster or educational session at ACA.
 - c. Submit a minimum of one (1) scholarly work to an ACA or related journal.
2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.
 - a. Actively seek out opportunities to work with faculty in each of the areas identified.
3. Foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and ACA.
 - a. Join and participate in an ACES Special Interest Network.
 - b. Join and participate in ACA activities (i.e., conferences, Counseling Today column).
4. Contribute to and promote scholarly counseling research.
 - a. Work a minimum of one (1) semester on a university research team.
 - b. Actively participate for a minimum of two (2) consecutive semesters in the CNED programmatic research agenda.
5. Enhance technical competence.
 - a. Help to develop power point presentations.
 - b. Help to develop on-line curriculum.
6. Participate in one (1) Government Relations (Professional Counseling Advocacy) issue (i.e. attend a seminar, write a congressman, etc.).

Portfolios are to be developed with the guidance and approval of your doctoral advisory committee.

All elements must be completed by the time oral comprehensive exam is scheduled.
Portfolios must be professionally prepared and turned into your Doctoral Committee chair at the time Orals are scheduled.

01.25.2006

Overview

Declaration Of Intent

Upon acceptance into a doctoral degree program, the student must file a statement of intention to become a degree candidate with the Dean of the Graduate School in Ozark Hall. All requirements for the degree must be satisfied within seven years of the date of filing this official Declaration of Intent.

Program of Study

Your Program of Study must be reviewed and approved by the departmental Coordinator of Graduate Studies before you have completed twelve (12) hours of course work.

Degree Program Phases: Advisory and Candidacy

The doctoral degree program is divided into two stages or phases: an “advisory” phase and a “candidacy” phase.

The *advisory* phase begins with a student’s initial acceptance into the program and continues until successful completion of an oral examination following written candidacy examinations. Major steps during the advisory phase include: (1) selection and appointment of an advisory committee; (2) development and submission for official approval of a program of study; (3) completion of all required courses, as summarized on the program of study; (4) satisfying the residence requirement; (5) successful completion of written candidacy examinations; and (6) successful performance on an oral candidacy examination.

The *candidacy* phase extends from the period following the successful completion of the oral candidacy examination until the actual awarding of the degree. Major steps during the candidacy phase include (1) the appointment of a dissertation chair and a dissertation committee; (2) preparation of a dissertation proposal; (3) approval of the proposal; (4) IRB; (5) writing of a dissertation, which may entail completing several successive manuscript drafts; (6) submission and oral defense of the dissertation; (7) filing of the completed, approved dissertation; and (8) graduation.

Doctoral Degree Program Requirements

University policies and procedures governing doctoral program requirements may be found in the *Graduate School Catalog*. (The edition of the Catalog in effect at the time of a student’s admission serves as the authoritative document governing the requirements and procedures of his or her degree program thereafter.)

Specific policies and procedures of the Graduate Faculty in the College of Education are outlined in the Graduate Education Handbook. Each student’s advisor should have a copy of the Handbook.

Doctor of Philosophy in Counselor Education (Ph.D.) Degree Requirements

1. All students in the Ph.D. program must satisfy a *residency requirement* by completing a minimum of two consecutive semesters of full-time graduate study (nine or more hours per semester), either fall-spring, spring-fall, spring and a complete 10-week summer session, or a complete 10-week summer session and fall.

A student who holds a half-time appointment as a Graduate Assistant must enroll for six credit hours per semester. A student not on appointment who intends to satisfy one semester of the residency during the summer must satisfactorily complete a minimum of five semester hours of such work during each five- or six-week summer session. For a student holding a concurrent assistantship of 25 or 50 percent time in the summer, the requirement is three semester hours per any five- or six-week summer session.

Residency, as explained in the *Graduate School Catalog*, is shown on item #1 above.

2. A *minimum* of **98** semester hours of graduate study is required for the Ph.D. degree, including a minimum of 18 hours of credit for dissertation work. (All degree-related course work completed satisfactorily subsequent to receiving an undergraduate baccalaureate degree, with approval by the student's Advisory Committee, may contribute to this 98-hour required total.) A minimum of **60** semester hours, including 18 hours of dissertation work, must be completed subsequent to formal admission, and must be taken on the Fayetteville campus.

3. A cumulative grade point average of **3.25** (4-point scale) must be maintained for all courses completed to satisfy the requirements of the degree. A grade of "D" will not carry graduate credit. No substitute credit is allowed for courses in which a grade other than "A" or "B" was awarded.

4. Each plan of study must include certain required "core" courses specified by the Graduate Faculty of the College of Education. The student's advisor will supply instructions and a current list of all required core courses.

5. The plan of study must include all courses required within the major field of study in education and one or two additional fields of study outside the major field, as decided upon in consultation with the student's advisor and as approved by an advisory committee.

6. Additional requirements (discussed elsewhere in this *Manual*) include satisfactory performance on written and oral candidacy examinations, as well as the preparation and successful oral defense of a dissertation.

Procedures: Steps In The Progression Through The Degree Program

Advisory Phase:

Step One: Initial Consultation With A Temporary Advisor

Immediately following the student's formal admission to a doctoral degree program, a temporary advisor will be designated to assist with initial enrollment, selection of courses, and preliminary planning of a proposed program of study.

Step Two: Drawing Up A Tentative Program of Study

Careful advance planning may be necessary in laying out a proposed program of study to satisfy all degree program requirements. *This task should begin during a student's first term of enrollment following admission.* Some courses (either required or elective) have prerequisites that must be satisfied prior to enrollment. Certain courses may be offered only once within an 18-month to 2-year period. A course rotation schedule for departmental offerings should be reviewed by the student with his or her advisor. A copy of the course schedules may be found on their respective program websites. Since some rotations may be subject to periodic change, it is imperative that a program of study be drawn up in accordance with the most recent course rotation schedule.

The *Program of Study* form should be completed in full in consultation with the advisor (see below). The student's advisor will provide a complete list of all course requirements for the degree program. Copies of the list of required courses also are available from the information table.

A program of study cannot be filed until an Advisory Committee has been appointed and has approved the proposed program.

Step Three: Appointment Of A Doctoral Advisory Committee

Prior to completing twelve (12) semester credit hours, the student in consultation with his or her advisor shall select a Doctoral Advisory Committee. The Doctoral Advisory Committee will serve as a program advisory committee until all course work is completed and the written and oral examinations have been successfully passed. Normally, this action should be taken before the end of the first semester of enrollment following initial admission to the degree program. The responsibilities of the Advisory Committee body are:

1. to approve an official program of study;
2. to approve a plan for fulfilling the residency requirement;

3. to prepare and assess the results of a comprehensive written candidacy examination once all required course work has been completed; and
4. to conduct an oral candidacy examination.

The Advisory Committee should consist of four or more faculty members whose academic credentials and experience qualify them to develop and examine the academic preparation of students in the program area; and shall include two faculty from the program. Small programs should present a list each Fall semester of persons who will be considered as program faculty. It is strongly advised that you only choose tenure-track faculty.

The student may ask his or her temporary advisor to serve as chair of the proposed doctoral Advisory Committee--in which case he or she is considered to have accepted responsibility for becoming that student's "permanent" advisor. The student may request, without prejudice, that someone other than his or her temporary advisor chair the Advisory Committee.

Furthermore, not all faculty members are authorized to chair doctoral advisory committees. Most--but not necessarily all--faculty members are eligible to serve as advisory committee members. A list of departmental faculty members eligible to chair or serve as members of advisory committees is available in 106 Graduate Education Building.

It is the student's responsibility, in consultation with his or her temporary advisor, to obtain the consent of each person proposed for inclusion on the Advisory Committee, including its chair. It is also the student's responsibility to confirm the eligibility of any faculty member proposed from outside the department to serve as a committee member. The "outside" member typically is drawn from a disciplinary specialization besides the major that the student plans to incorporate within his or her program of study.

Two copies of the *Doctoral Advisory Committee* form, personally signed by all proposed committee members, must be submitted through the Department's Office for approval by the College's Committee on Graduate Study in Education, and, ultimately, by the Graduate School. Personnel. The Department's Office will forward the signed form on the student's behalf once it is submitted.

Step Four: Advisory Committee Approval of a Program Of Study

The most immediate function of the Advisory Committee is to review and approve the proposed program of study developed in cooperation with the academic advisor. Assuming careful advance preparation and compliance with all requirements, the review and formal approval of the program by the Advisory Committee should be a routine matter.

A program of study is designed to support the advisee's own academic and professional goals. It builds on previous graduate study, where appropriate, and basically defines the academic identity of the degree itself. The program of study designates all courses to be completed prior to the student's application to sit for the written and oral candidacy examinations. It must conform to all requirements set forth in the Graduate School Catalog, all requirements established by the College of Education, and all requirements stipulated for the degree by program area faculty.

The departmental Coordinator of Graduate Studies must sign off on each doctoral program of study to verify that it conforms to the general program requirements established by the relevant program area faculty. In instances where a program does not conform to established requirements, the Coordinator requests the chair of the advisory committee to secure a written memorandum of assent bearing the signatures of a majority of the faculty within the program area.

College of Education Graduate Faculty policy requires that *prior to completing twelve (12) semester credit hours*, the student, in cooperation with the major advisor and the advisory committee shall develop and submit the completed, signed *Program of Study* form. (One copy of the form should be retained by the student, one by the advisor, and one copy should be filed with the Office for Research and Graduate Studies.)

Once approved, a program of study serves as an agreement or "contract" between the faculty and the student as to what academic studies will be required. It also provides the student a measure of protection from the possibility of arbitrary changes which otherwise might result from changes in the composition of the Advisory Committee (e.g., because of the resignation or retirement of a faculty member).

A program of study, once approved, may be subsequently modified by signed mutual agreement between the student and the advisory committee.

Step Five: Written Candidacy Examinations

No student may register for written candidacy examinations prior to the last semester of enrollment in courses required for completing the program of study.

A student may enroll for no more than a maximum of three (3) hours of dissertation credit during the semester when he or she completes comprehensive examinations; and the student may not enroll for dissertation credit in any prior semester.

Prior to registering for the candidacy examinations, every student is strongly encouraged to meet with his or her advisor in order to review the plan of study: (1) to ensure that all courses listed will have been completed satisfactorily; and (2) any changes or modifications to the original plan were recorded and approved. A copy of one's transcript is helpful for the purpose of reviewing the completed plan of study.

Written comprehensive examinations are prepared by the doctoral Advisory Committee. Examinations are scheduled at the discretion of the committee chair.

Any student intending to sit for the written examinations must make formal application at the College of Education's Office for Research and Graduate Studies, located in the Graduate Education Building, at least three (3) weeks prior to the scheduled time of the examinations.

It is the responsibility of the student's major advisor to assemble the total examination packet. Each comprehensive candidacy examination packet consists of four sets of questions: one for each session (i.e., the morning and afternoon of the first day and the morning and afternoon of the second day). All Advisory Committee members contribute questions. The student is expected to be able to respond fully to each set of questions within the three-hour time period of each examining session. Each set of questions is identified by the appropriate session during which the questions are administered.

The departmental Coordinator of Graduate Studies is charged with final responsibility for collecting doctoral candidacy examination questions from each advisory committee's chair, assigning and labeling writing sessions for the examinations, and then forwarding each set of examination questions for administration by the appropriate office.

Students intending to sit for the examinations are encouraged to solicit general information about the type of questions to be included and the breadth or scope of coverage to be anticipated. In no case, however, will specific questions be disclosed in advance. *No student may necessarily assume that the examination questions posed will be limited strictly to the specific content of courses taken to complete his or her program of study.* Candidacy examinations are intended to determine a student's mastery of a designated pattern of study, not simply mastery of specific courses.

No notes or aids of any kind may be used during any writing session unless specified by the testing faculty.

Step Six: The Doctoral Oral Candidacy Examination

The conclusion of the *advisory* phase of a student's program is marked by success on an oral candidacy examination. Hereafter, the student is considered an official candidate for the doctoral degree.

It is the prospective candidate's ultimate responsibility to make all necessary arrangements for the scheduling of the oral candidacy examination. The examination, which lasts between 90 and 120 minutes, should be scheduled no later than a month following written examinations.

Oral candidacy examinations must be scheduled for a minimum of one and a half hours. All advisory committee members should be present; and no defense may proceed with less than three (3) committee members present. Other faculty members and students

may attend as observers. Any faculty member, whether or not a member of the original Advisory Committee, may participate by request or invitation in the deliberations.

The primary purpose of the oral examination is to question the student over the content of his or her responses to the previous written examination questions. However, the content of the oral examination need not be confined to the specifics of the written candidacy examinations.

Within 30 days of the date by which the oral examination has been passed, the candidate's major advisor must file a *Candidacy Examination Report* with the *Director* of the Graduate School in Ozark Hall.

No doctoral student may advance to formal degree candidacy without having performed satisfactorily on both the written and oral candidacy examinations. There is no automatic provision made for a repetition of failed examinations.

The student's major advisor, in consultation with other members of the Advisory Committee, is responsible for determining whether or not the student's performance on both the written and oral examinations has been satisfactory. In the event the student's performance is judged unsatisfactory, the committee, at its sole discretion, may:

(1) decline to offer the student an opportunity to retake all or any portion of the written examinations and the student is withdrawn from the doctoral program;

(2) allow the failed student to retake all or some portion of the written examinations;

(3) recommend that the failed student complete additional course work or other experiences prior to written and/or oral re-examination.

The student must comply with all of the committee's stipulations before retaking any examination.

If the written or oral examination is failed a second time, the student is withdrawn from the doctoral program. The major advisor, writing on behalf of the Committee, must supply the student with a formal written rationale for the committee's decision.

Candidacy Phase:

Upon admission to candidacy, every student must be continuously enrolled thereafter for at least one (1) hour of dissertation credit every term, including summer, until all graduation requirements have been met. A minimum of 18 hours of credit for dissertation work must be completed.

Step Seven: The Dissertation Committee

The Dissertation Committee shall be composed of two (2) faculty from the program, at least one (1) from the department but not from the program, and at least one (1) member from outside the department (this person may be from outside the College of Education). It is strongly advised that you only choose tenure-track faculty.

Candidates must submit a Dissertation Committee Appointment Form to the Graduate Studies Committee within 20 working days of admission to candidacy. Not all faculty members are eligible to chair a dissertation committee, and all prospective dissertation directors may hold no more than five dissertation directorships in any given year.

Step Eight: Preparing A Dissertation Proposal

After attainment of formal candidacy for the doctoral degree, the student may prepare and submit his or her dissertation proposal for review. Typically, a dissertation proposal is developed in close cooperation with the candidate's major advisor/dissertation director and also may involve extensive informal consultations with other faculty members who agree to serve as resource guides or mentors. *No dissertation proposal will be approved prior to the student's attainment of official candidacy status.* The dissertation proposal is approved first by the Dissertation Committee and then by the Institutional Review Board. The Doctoral Dissertation Title and Dissertation Committee Form must be submitted to the Graduate School upon Institutional Review Board clearance of the dissertation research proposal.

Candidates are strongly urged to consult the many guides and references pertaining to the writing of a dissertation. It is further recommended that every candidate examine dissertations in his or her field of specialization before embarking on the task of preparing a dissertation proposal.

A dissertation proposal consists of a detailed plan outlining the topic, structure, organization, and methodology involved in the proposed dissertation study. The proposal should be as specific as possible in order to satisfy the dissertation director and committee that the candidate has conveyed clearly what he or she plans to do, as well as why, how, when and where the project is to be carried forward. The importance of the dissertation proposal cannot be overestimated. The more accurate, complete, and detailed the proposal, the easier it should be to complete the dissertation.

Oversimplifying somewhat, the dissertation proposal should give clear and unequivocal answers to the following basic questions:

1. *What is the nature of the inquiry to be pursued? What questions will be posed?*
2. *Why is the study important and worth doing? How will the information thereby generated represent a significant and original contribution to scholarship? How will it differ from similar studies?*
3. *How will the study be conducted? How will it be organized and presented?*

The specific format to be used in preparing a dissertation proposal may vary, depending on the type of investigation to be pursued. A typical proposal for an empirical research investigation should incorporate five major elements (though not necessarily as discrete parts):

1. A clear statement of the problems, issues or topics to be addressed; a rationale for the uniqueness and potential significance of the investigation or analysis; definitions of technical terms; and a statement of the limitations of the proposed study;
2. A comprehensive and critical review of relevant literature and related research;
3. A detailed description of how the hypothesis or hypotheses will be tested; the population sample to be utilized; the instrumentation to be employed in gathering data; research protocols; the statistical treatment(s) to be used; and the level(s) of statistical significance adjudged to be necessary for meaningful completion of the investigation;
4. An appendix containing the draft text of instruments to be used for collecting data; and
5. A complete bibliography encompassing all sources cited under part (2) as well as other pertinent documents.

Note: Once the dissertation proposal has been approved, the portion of the text addressing the elements in (1) above, with some rewriting, may become the opening chapter of the full dissertation itself. Text relevant to the elements cited under (2) above might be revised to serve as the basis for a second chapter; and the discussion of the elements cited under (3) possibly could supply a draft for the third chapter. An appendix (4) and bibliography (5) likewise may be incorporated within the completed dissertation.

In sum, investing time and effort in preparing a detailed proposal will simplify and shorten greatly the task of writing the dissertation itself.

An alternative approach is to prepare a shorter prospectus of about 12 to 20 pages, incorporating the elements specified above in more abbreviated form. The candidate should consult with his or her dissertation director as to which approach should be followed in preparing the proposal for review.

Dissertations employing historical, philosophic, theoretical or ethnographic modes of investigation typically necessitate a somewhat different proposal format. Nonetheless, common to all are the following component elements:

1. A clear statement of the problem(s) to be investigated; a rationale for the importance or significance of the inquiry; a statement of the limitations of the proposed research; the hypothesis or hypotheses to be tested; definitions of technical terms; and a summary preview of how the hypothesis or hypotheses will be tested (i.e., how the data will be treated);
2. A comprehensive review of relevant literature and related research;
3. A summary overview of the organization or structure of the study; and
4. A complete bibliography

Step Nine: Committee Approval Of The Dissertation Proposal

Once the candidate and the dissertation director are satisfied that the proposal is ready to present to the Dissertation Committee, a copy of the proposal should be sent to each committee member. The committee should have a *minimum* of one week (five full working days)--preferably two (2) weeks--to examine the proposal before the Dissertation Committee is convened. The candidate is ultimately responsible for arranging the time, date, and place of the dissertation proposal review meeting. Approval of the dissertation proposal requires the unanimous consent of all committee members. Once this is complete you must submit Dissertation Title Form.

Step Ten: The Institutional Review Board

Even though it may appear that risk to research subjects or participants is negligible, any research that involves human subjects must have prior approval from the University's Institutional Review Board before the dissertation study or even a preliminary pilot study may be initiated. An *IRB Cover Sheet* (Institutional Review Board Form) must be submitted for review by a Departmental Review Board. The Chair of the Departmental Review Board will forward all research requests to the Institutional Review Board.

Step Eleven: The Dissertation

Immediately after the dissertation proposal has been approved by the Dissertation Committee and the Institutional Review Board, the Doctoral Dissertation Title and Dissertation Committee form should be completed and sent directly to the Dean of the Graduate School in Ozark Hall.

As previously noted above, a minimum of 18 semester hours of enrollment for dissertation credit is required. A candidate must be continuously enrolled until completion of the dissertation.

A doctoral dissertation, as described in the *Graduate School Catalog*, is intended to represent "a definite, scholarly contribution to the major field. This contribution may be in the form of new knowledge of fundamental importance, or of modification, and amplification, and interpretation of existing significant knowledge."

The dissertation is considered an original work submitted by the candidate. He or she may seek advice and counsel on the study's design and methodology and the appropriate analysis of data. However, the candidate is solely responsible for the execution of the dissertation study, including all research whether quantitative or qualitative.

Every dissertation must conform to the style and format requirements contained in the *Guide for Preparing Theses and Dissertations*, Graduate School, University of Arkansas (latest edition) or online at <http://www.uark.edu/depts/gradinfo/dean/thesisguide.html>. A copy of this document may be obtained from the Arkansas Union Bookstore. This Guide must be read with scrupulous attention to all details. All instructions must be followed exactly, to the letter. Included, for example, are detailed specifications governing page margins, page numbering, title pages, the exact type of paper allowed, copyrights, and other procedures for final clearance of the completed manuscript.

Dissertation style must follow an accepted format consistently, as approved by the candidate's Dissertation Committee.

The Writing Center is a campus facility available to provide guidance and assistance to students as they begin the work of writing a dissertation. Personnel are prepared to help with problems involving clarity of writing, organization and structure, technical writing deficiencies, matters of style, footnoting and other mechanical considerations. The Writing Center does not provide proofreading services.

It is not at all unusual for a dissertation director to require that the student prepare several successive manuscript drafts or revisions. All necessary changes or revisions required by the director must be effected. (The use of word processing equipment is therefore strongly encouraged.)

Any student engaged in the writing of a dissertation is encouraged to contract privately for the services of a copy editor before the final manuscript draft is completed. The version submitted to the Dissertation Committee must be complete and free of all typographical and grammatical errors. *An incomplete or uncorrected dissertation manuscript may not be submitted to the Committee.*

Step Twelve: The Oral Defense

A candidate's final examination for the doctoral degree consists of an oral defense of the dissertation. This defense must be scheduled a minimum of two (2) weeks in advance.

"The candidate's final examination for the degree...will be oral. The major advisor will forward to the Dean of the Graduate School, not less than ten (10) days before the date of the final oral examination, an abstract of the dissertation accompanied by a memorandum announcing the date, time, and place of the oral examination. The examination will be primarily concerned with the field of the dissertation but may also include other aspects of the candidate's graduate work. This examination is open to the public."

A candidate's failure or inability to deliver a copy of the dissertation in its intended final form to the Committee members prior to the ten-day advance deadline and at least six weeks prior to graduation, even for reasons extending beyond the student's control, may result in postponement or cancellation of the oral defense and final graduation.

The candidate is responsible for “trouble-shooting” the dissertation, i.e., checking to be sure each member of the dissertation committee is agreed the dissertation is ready for the defense.

1. The major advisor will forward to the Dean of the Graduate School, not less than ten (10) days before the date of the final oral examination, an abstract of the dissertation accompanied by a memorandum announcing the date, time, and place of the oral examination.

2. The major advisor and candidate will be jointly responsible for posting an oral defense meeting announcement on appropriate departmental bulletin boards and sending out copies to the departmental faculty. The announcement shall be posted and circulated no less than five (5) days prior to the scheduled date of the defense. (Your dissertation chair can provide you with an example).

3. Participation in discussion at the oral defense meeting by non-members of the dissertation committee may be permitted at the discretion of the dissertation director.

Students enrolled in a doctoral program are strongly encouraged to attend one or more oral defenses prior to their own. The purpose is to become familiar with procedures commonly followed on such an occasion.

Characteristically, the dissertation director serves as moderator of the proceedings. The oral defense may open with a brief statement by the candidate, which includes an overview of the study, its purpose, significance, and the major findings or outcomes. Each committee member is then invited to pose questions, with additional follow-up questions as deemed necessary. The dissertation director is usually the last member of the committee to pose questions.

When questioning has been completed, the doctoral candidate and all visitors are excused. The Dissertation Committee then votes to determine whether or not the oral defense has been successful.

If the candidate fails the oral defense, the Dissertation Committee determines when and under what stipulations another oral defense of the dissertation may be scheduled. The committee is not obliged to provide a second opportunity to defend the dissertation.

It is not unusual for the Dissertation Committee to require last-minute minor changes or editorial corrections to the dissertation manuscript. All required changes must be effected promptly by the candidate.

Step Thirteen: Dissertation Submission

Upon completion of the final oral defense, the student must assume responsibility for requesting his or her dissertation director to submit the official forms to the Graduate School.

Two final copies of the dissertation printed on 20-weight 100% cotton bond paper and three copies of an abstract (350 words, 1 1/2 pages) must be submitted for review by the Graduate School in Ozark Hall. Following official approval, the two copies must be deposited in the Mullins Library together with three copies of the abstract, *no later than a minimum of two weeks before the degree is to be conferred*. (It is highly recommended that the candidate submit his or her manuscript for an informal review by a staff person in the Graduate School before printing final copies). Please make sure you follow the most recent format of the Dissertation Guidelines (available on the Graduate School website).

One bound copy of the dissertation should be supplied to the dissertation director. The University Print Shop offers binding services.

A *Survey* form and a *Doctoral Dissertation Agreement* form, available from the Graduate School, must be completed and returned with the final dissertation copies.

Step Fourteen: Graduation

Each doctoral candidate must apply for graduation at the Graduate School in Ozark Hall *at the beginning of his or her final semester*, in compliance with the deadline published on the Graduate School website.

Detailed instructions regarding commencement exercises are mailed to persons whose names appear on the official graduation list. Requirements for graduation may be met in May, August, or December of each calendar year. Commencement ceremonies are held only once a year, in May. Persons who have completed all degree requirements by the *preceding* August or December may participate in the *next* May commencement exercises.

The faculty works to understand the strengths and weaknesses of degree programs within the department by requesting your evaluation of the program you complete. Upon completing all of your degree requirements you will be asked to complete a short questionnaire about your program of study. Please complete and return the evaluation questionnaire as soon as possible upon completion of all graduation requirements. Your evaluative feedback will be used to improve the offerings within the department.

Questions and Answers

The following questions are most often asked by doctoral students:

Question: Will my temporary advisor automatically become my permanent major advisor?

Answer: No, after becoming better acquainted with the program area's faculty, you may request another advisor. However, not every faculty member is eligible to chair a doctoral advisory committee. (Also, because faculty members are limited in the number of new dissertation committees they may chair in any given year, the person you wish to have serve as your dissertation advisor once you achieve candidacy status may be unable to do so on a time schedule convenient to you).

Question: Who is responsible for selecting my Advisory Committee? When should this Committee be appointed?

Answer: You are responsible for selecting eligible faculty members to serve on your Advisory Committee. (Some programs have opted to have a program Advisory Committee.) Check this with your temporary advisor. You are responsible for meeting with each individual and obtaining his or her signature on the appropriate form. The Committee should be formed before you have completed twelve (12) semester hours of course work.

Question: Is it my responsibility to schedule the time and place of any meetings I have with my Advisory Committee?

Answer: Yes! You also will need to send each member a memo verifying the meeting day, time and place.

Question: Is a formal meeting required when seeking approval for my proposed Program of Study?

Answer: Check with your advisor on the preferred procedure. It is highly advisable to hold a brief meeting of the Advisory Committee, with all members present. A draft copy of the Plan of Study form should have been completed and sent to each committee member well in advance of the proposed meeting. A Plan of Study should be submitted for review and approval before you have completed twelve (3) semester credit hours of required course work.

Question: Must I provide refreshments at my committee's meeting?

Answer: No.

Question: Is there a fee to take the comprehensive examinations?

Answer: There is no fee required.

Question: Is it appropriate to present my ideas for my dissertation to my Advisory Committee during my oral candidacy exam?

Answer: Only if your Advisory Committee will be appointed as the Dissertation Committee. Time permitting, it is not inappropriate to discuss possible dissertation topics.

Question: How much time should I allow for my Dissertation Committee to review my proposal before scheduling a meeting?

Answer: Two–four weeks is considered an appropriate interval but it varies depending on the number of committees on which faculty serve. It can take 6-8 weeks at times.

Question: Is there a form needed when submitting my dissertation title?

Answer: Yes. It is a Graduate School form, entitled *Dissertation Title and Dissertation Committee Form*. (If you change your committee, you also will need to submit *Change of Committee* form.) The secretary in 106 Graduate Education will hold the dissertation title form until your IRB form has been approved by the University IRB Committee. Be sure to notify her AND your chair when you have been notified of final approval to begin your research. Do **NOT** begin until you receive confirmation from your chair.

- Question: Is there a fee for graduation?
- Answer: Yes. The fee is listed on the graduation application.
- Question: When should I apply for graduation?
- Answer: You should apply early in the semester in which you expect to complete your degree, the deadline for which appears in the Schedule of Courses. You will receive information from the Registrar in late February or early March regarding May graduation. If you have not received any information by mid-March, contact the Registrar's Office.
- Question: Are there forms that must be completed at the time of my final oral defense?
- Answer: Yes. The Record of Progress form is sent to your advisor from the Graduate School upon receipt of the notification of your final defense. You also will need to have signature sheets (on 100% cotton bond paper) available at your dissertation defense (see Dissertation guidelines).
- Question: How much time should be allowed for the committee to review a dissertation
- Answer: At least two weeks. (A memo indicating the date for a final defense is sent to each committee member and a copy to the Graduate School.
- Question: Do I need to do my own statistics for my dissertation?
- Answer: Yes. To do otherwise would be a violation of the Academic Honesty Policy and reason for dismissal from the program, as this must be your own work. Students are required to take 18 semester credits of research. The selection of your research electives should be related to your dissertation so you may successfully complete this part of your graduation requirements.
- Question: Is the dissertation defense an open or closed meeting?
- Answer: It is an open meeting.
- Question: Whose responsibility is it to ensure that all my records and forms are done?
- Answer: While your advisor/chair will assist, it is ultimately the student's responsibility to ensure that all processes and procedures are completed appropriately.

Appendix

CHECKLIST

(Date Completed) (Unless otherwise indicated, all forms should be submitted to the Assistant Department Head.)

- _____1. **Declaration of Intent** (form is completed at the time of application for admissions to the Graduate School).
- _____2. **Appointment of Advisory Committee** (Student is responsible for assembling the committee and scheduling its meetings. Two original copies of the form requesting the committee's appointment must be filed).
- _____3. **Approval of Program of Study** (two original copies required)
- _____4. **Change in Doctoral Advisory Committee** (if necessary)
- _____5. **Application for Candidacy Examination** (1 copy only)
- _____6. **Candidacy Examination Report** (submitted by major advisor after student completes oral candidacy examination)
- _____7. **Doctoral Dissertation Title and Dissertation Committee** (Note: A new committee may be formed at this time, if necessary. All changes must be approved by the College of Education Graduate Studies Committee).
- _____8. **Institutional Review Board** (This form, is required for all studies involving human subjects. Studies involving archival materials or public documents only do not require prior IRB approval. Two copies of the form must be submitted, accompanied by an outline of the proposed study).
- _____9. **Application for Graduation** (form is obtained from the Graduate School).
- _____10. **Record of Progress** (This form is sent to a student's major advisor once the Graduate School has been notified of the scheduling of an oral defense.)
- _____11. **Graduate School Survey** (form submitted with final dissertation copies).
- _____12. **Dissertation Agreement** (form submitted with the third copy of the dissertation abstract).

*****NOTE: This manual and the information contained within is subject to change.**

It is the student's responsibility to ensure they have the most recent information.

Counselor Education Program
University of Arkansas
Informed Consent Agreement

The course content and experiential activities involved in the programs offered by the Counselor Education Program are designed to afford you the opportunity to advance your personal, intellectual, and professional development and functioning. Through the program of study, you will be given feedback concerning your personal, intellectual, and professional strengths, challenge areas, and performance. This feedback will come from faculty, supervisors (doctoral and site supervisors), peers, and clients. You will be expected to deal with this feedback in a mature and professional manner.

The counseling program curriculum is designed to help you explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various "techniques" or "skills" courses you learn will help you develop and demonstrate your professional skills as you work with classmates in role-play situations and with clients in actual sessions. You will be asked to examine your behaviors, beliefs, and emotions in relations to your professional activities and experiences on an ongoing basis.

The Counselor Education faculty members believe they have a responsibility to dismiss students who are unable to render competent service due to academic limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address the decision made.

If, in the professional judgment of a faculty member, a student's professional behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, and internship), a faculty committee will be called to review the performance and behavior of the student and to make recommendations to the Department Head.

I _____ (*students name*) have read the 2005 American Counseling Association Code of Ethic. The relevant material in the Graduate Student Handbook, the Personal Characteristics Review Form (attached), and the description of course requirements and program experience required in the curriculum. I agree that the faculty of the Counselor Education Program has the right and responsibility to monitor my academic progress including course work & professional behavior. I am willing to participate fully in the courses and requirements delineated in the Graduate Student Handbook. I also agree to abide by the policies set forth in the Handbook and by the University of Arkansas.

Signature _____ Date _____

Please give this completed form to your faculty advisor. Your advisor will sign the form and turn it into the office where it will be placed in your student folder.

Faculty Advisor Signature: _____ Date: _____

Professional Characteristics Review Form

Student _____ Semester/Year _____

Faculty _____

Evaluation Criteria

- N-- No opportunity to observe
- 0-- Does not meet criteria for program level
- 1- Meets criteria only minimally or inconsistently for program level
- 2 - Meets criteria consistently at program level
- 3 - Exceeds criteria consistently at program level

<i>Professional Responsibility</i>	<i>N</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
The student relates to peers, professors, and others in an appropriate professional manner.					
The student does not exploit or mislead other people during or after professional relationships.					
The student applies legal and ethical standards during the training program.					
<i>Competence</i>					
The student takes responsibility for compensating for her/his deficiencies.					
The student provides only those services and applies only those techniques for which she/he is qualified by education, training, or experience.					
The student demonstrates basic cognitive skills and appropriate affect in response to clients.					
<i>Comportment</i>					
The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
The student demonstrates honesty and fairness both personally and professionally.					
The student is aware of her/his own belief systems, values, and limitations and they do not actively affect his/her professional work.					
The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.					
<i>Integrity</i>					
The student does not make statements that are false, misleading, or deceptive.					
The student respects the fundamental rights, dignity, and worth of all people.					
The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.					
The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.					
The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.					