



Department of Counseling

PhD in Counselor Education and Supervision
Program Student Handbook

Spring 2025

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Welcome

The Counseling Department at Saybrook University welcomes you to our community of learners. The journey to becoming a counselor educator is important, and we're delighted that you've chosen to take your journey with us. At Saybrook, you'll experience a supportive environment where our unique humanistic tradition is met by engaged and vibrant faculty and students who commit to transforming themselves and their communities for the better.

You are about to embark on an educational experience that will provide you with the knowledge and skills to be a counselor educator, researcher, advanced supervisor, advanced practitioner, and leader in the counseling profession. You will be challenged to stretch from your comfort zone, to know yourself more fully, and to engage with others more authentically.

To ensure you know who we are and what our program entails from the beginning, we strive to be transparent and invite your fullest participation in the years ahead. The *Saybrook University PhD in Counselor Education and Supervision Program Student Handbook* was developed to inform students of the policies and procedures pertaining to both the Counseling Department at Saybrook University and the counseling/counselor education profession. In addition, it serves as a detailed guide for PhD students throughout their course of study. We will ask all students to sign a document that verifies that they have read the handbook.

Finally, you enter a department with two programs fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation assures that the content and quality of our programs have been evaluated and meet standards set by the profession. Our MA and PhD programs are currently accredited through October 2026.

We look forward to working with you through this journey.

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Mission, Philosophy, and Values

Saybrook University Mission Statement

Saybrook University relentlessly pursues a socially just, sustainable world by educating humanistic leaders who transform their fields and communities.

Counseling Department Mission Statement

Counseling faculty are committed to preparing competent mental health professionals who inspire transformational change in individuals, families, and communities toward a just, humane, and sustainable world.

PhD Counselor Education Mission Statement

The Doctoral degree program in Counselor Education and Supervision at Saybrook University is intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings. Graduates are ready to contribute to the knowledge base in the field of counseling, through leadership and research skills. The PhD program will hold to the broader mission of preparing advocates and leaders in humanistic social transformation that is at the core of the mission of Saybrook University.

Program Learning Outcomes

The Counseling Department has identified five program learning outcomes connected to the 5 core CACREP areas for Counselor Education and Supervision. Upon completion of the PhD program, students will demonstrate the associated learning outcomes.

PLO #1	Demonstrate an advanced level of counseling skills, including an effective therapeutic alliance and the integration of a counseling theory (or theories) into a counseling practice.
PLO #2	Examine and demonstrate an advanced understanding of advocacy and leadership within and on behalf of communities. This includes demonstrating an understanding of diverse experiences and how privilege, marginalization, and aspects of power impact community experiences.
PLO #3	Demonstrate an advanced ability to apply, critique, and synthesize theory into models of teaching and learning.

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PLO #4	Demonstrate an advanced ability to apply, critique, and synthesize theory into models of supervision.
PLO #5	Utilize professional literature, research design and methodology, and best practices to generate original research to support counselor development and preparation.

Key Performance Indicators

The PhD CES program uses Key Performance Indicators (KPI) to assess student progression and program quality. The following 2024 CACREP Standards have been established as KPI for the PhD CES program:

- KPI 1: 6.B.1.b. integration of theories relevant to counseling
- KPI 2: 6.B.2.d. skills of counseling supervision across multiple settings and across service delivery modalities
- KPI 3: 6.B.3.c. teaching methods relevant to counselor education
- KPI 4: 6.B.4.g. research questions or hypotheses appropriate for professional research and publication
- KPI 5: 6.B.5.h. current sociopolitical and social justice issues and how those issues affect the counseling profession

Academic Unit and Program Overview

Academic Unit Overview

Our academic unit consists of primary core faculty with doctoral degrees in Counselor Education and Supervision, who work alongside highly qualified adjunct faculty with strong identities as counselors and counselor educators. We work together as an education team to support our counseling program's mission, goals, and curriculum. All faculty are committed to supporting future counselors as they develop their professional identities.

Primary Faculty

- Jennifer Preston, PhD, NCC, LPC: Core Faculty, Department Chair
- Hridaya L. Sivalingam, PhD, NCC, LCMHC: Core Faculty, MA Clinical Experience Co-Coordinator
- Dominique Avery, PhD., NCC, LPC, LMHC: Core Faculty, Associate Department Chair
- Aja Burks, PhD, LCSW: Core Faculty, MA Program Coordinator
- Aparna Ramaswamy, EdD, PhD, LCPC, ACS: Core Faculty
- Alfonso Ferguson, PhD, LPC, LMHC, ACS, NCC: Core Faculty, MA Clinical Experience

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Co-Coordinator

- Amanuel Asfaw, PhD, NCC: Core Faculty
- Kimberly Jayne, PhD, LPC, NCC, RPT-S: Core Faculty, PhD Program Coordinator
- Seth Rian, PhD, LPC, NCC: Core Faculty
- LaTisha Brown, PhD, LPC, NCC: Core Faculty

PhD Counselor Education and Supervision Program Overview

The PhD program prepares graduates to hold full-time faculty positions within counseling programs, supervisory positions within counseling clinics, and/or to contribute to the field's research as scholar-practitioners. The program aims to provide students with skills in counseling, teaching, supervision, research, advocacy, and leadership. As a department, we believe that counseling faculty should be committed to preparing competent mental health professionals who inspire transformational change in individuals, families, communities towards a just, humane, and sustainable world.

The curriculum is grounded in the Council for Accreditation of Counseling and Related Programs (CACREP) standards, which provide a set of standards for programs to follow - to ensure quality education. The CES program is accredited by CACREP through October 2026.

To start the program, each student submits an application to Saybrook's Admissions department, which then forwards the materials to the program faculty for review. The program faculty interview applicants who demonstrate high potential for success and successful applicants are admitted. Once admitted, students complete a program of study with their advisor and move through the program in approximately four years, including summer sessions and dissertation.

PhD Program and Program Requirements

The program provides a low-residency, blended, and mixed distance learning model. At the beginning of each fall and spring semester, faculty and students come together for intensive face-to-face learning at a 4-day Residential Learning Experience (RLE). Completing all RLEs (4 total) during coursework is required to fulfill degree requirements. PhD students will have a combination of coursework, and supervision and teaching experiences at each RLE.

After each RLE, students join their student cohort online to learn together and receive instruction from faculty in a predominately asynchronous environment. A portion of the **60 (post-master's degree) credit program** includes three semesters of supervised internship, including teaching, supervision, research, and leadership activities. The program plan consists of a Counseling Internship, Advanced Internship I, and Advanced Internship II, as well as 9 credits of Dissertation. Graduates of the PhD CES program are prepared for careers in higher education teaching within counselor education departments, supervising clinical mental health counselors, advocating to improve the lives of marginalized individuals and families, and conducting research through a humanistic lens. The five core areas represent the advanced knowledge required of all PhD-level counselor education graduates. The common core areas are:

1. Counseling
2. Supervision
3. Teaching
4. Research and Scholarship
5. Leadership and Advocacy

Required Courses

The following table lists the required courses. For more information about course sequencing, refer to the *Saybrook University PhD Program of Study* for Fall start and Spring start.

PhD Counselor Education and Supervision		
Course #	Course Title	Credit
Core Courses		
CES7000	Advanced Theories and Practice	3
CES7010	Supervision and Consultation	3
CES7011	Advanced Supervision Principles & Process	3
CES7015	Cultural Responsiveness and Advocacy	3
CES7020	Leadership, Advocacy, and Ethics	3
CES7025	Instructional Theory and Practice	3
CES7026	Advanced Teaching Principles & Process	3
CES7027	Community Engagement and Leadership	3
CES7035	Introduction to Counselor Education	3
CES7045	Research and Publication Seminar	3
CES7050	Quantitative Research Methodology	3
CES7055	Qualitative Research Methodology	3
CES7060	Advanced Statistics	3
CES7065	Advanced Qualitative Analysis	3
CES7074	Counseling Internship	3
CES7075	Advanced Internship I	3
CES7080	Advanced Internship II	3
CES7085	Comprehensive Exam	0
CES8000A-C	Dissertation	9
CES8000D-F	Dissertation Continuation	0
Total Required Core Courses: 60		

Admissions

Saybrook University's PhD Counselor Education and Supervision program will give primary consideration to applicants with a master's degree in counseling from a CACREP--accredited institution who are licensed professional counselors (LCPC, LPC) or license-eligible or licensed in other areas within the profession of Counseling (for example, Licensed School Counselor). As part of the application process, faculty will verify any licenses or certifications, to ensure that they remain in good standing.

Those not possessing a counseling degree from a CACREP-accredited institution or not currently eligible for licensure will be evaluated on a case-by-case basis. In order to be admitted into the PhD Counselor Education and Supervision program under these

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conditions, applicants must demonstrate successful completion of the following master's level core areas:

- Human Growth and Development
- Counseling and Helping Relationship
- Professional Counseling Orientation and Ethical Practice
- Career Counseling
- Group Counseling and Group Work
- Social and Cultural Diversity
- Research and Program Evaluation
- Assessment and Testing
- Minimum 700-hour Practicum/Internship Experience
- Standards for entry level specialization must be met (for example: clinical mental health counseling, school counseling, addiction counseling, etc.)

Applicants requiring no more than three MA level courses are eligible for admission and if admitted will be required to complete the missing coursework as Progression Requirements.

Progression Requirements must be completed by the end of the first calendar year in the program. Students who do not successfully fulfill their Progression Requirement(s) will not be allowed to register for any further courses in the program until the requirement is met. Extensions may be requested from the Program Chair or designee if extenuating circumstances prevent completion of the requirement in the specified timeframe. Requests for an extension must be submitted in writing to the Program Chair for consideration.

Transferring Credits

Students may transfer in up to 9 core course credits from another PhD in CES program. Students must submit a written transfer request and provide a copy of the syllabus of the desired transfer course before taking it so the faculty can determine if it sufficiently aligns with the course it intends to replace. No guarantees are given that courses will be transferred in. *See *University Catalog* for full transfer policy. No transfer credit will be accepted for courses more than five years old, or for grades lower than a "B".

Using Canvas

The Saybrook PhD program involves a combination of face-to-face residential meetings and online work that promotes strong communication between faculty and students. This program uses a learning management system known as Canvas, to host classroom discussions of assigned material, share community information, course syllabi, and more. Training in Canvas is ongoing and offered both online and at the Residential Learning Experiences (RLEs), and by faculty and staff.

Professional Ethical Standards

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Throughout the PhD program, doctoral students will be engaged in teaching and supervision with MA counseling students, which will include case consultation and review of client materials. PhD students are required to review the Ethical Standards of the American Counseling Association (ACA), during their first semester of enrollment in the doctoral program. Additionally, students are required to abide by all ethical standards and laws relevant to professional practice and behaviors. Violation of these professional ethics or laws can result in litigation, suspension, or expulsion from the PhD program.

Online and Virtual Orientation

All new students in the PhD CES program begin their studies with an online orientation through enrollment in the Counseling Orientation Canvas Shell which includes videos and activities to support CES students in understanding program opportunities and requirements. Additional virtual orientations are offered in the week prior to the Residential Learning Experience at the start of the Fall and Spring semesters.

Residential Learning Experiences (RLEs)

Activities during the required RLEs are designed to expand further on the knowledge from coursework, to develop teaching, and supervision skills, and to participate in professional development through workshops, courses, and seminars, as well as formal and informal meetings and discussions with faculty, advisors, and peers. Although students complete most of their coursework online, attendance at residential learning experiences, during completion of the core courses (not including dissertation) is required. CES students are required to attend four (4) RLE's during their time in the program. **To receive credit for an RLE, students must attend all scheduled sessions and meetings.**

We recommend CES students attend the RLE at least once a year throughout their program. It is beneficial for CES students to attend the RLE in their first semester of the program and once during their second year in the program while enrolled in their supervision and teaching courses. ***CES students are required to attend the RLE during at least one semester of their Advanced Internship.*** CES students may work with their advisor to create a plan for RLE attendance that supports their professional development and goals throughout the program.

Note: If a student needs disability/medical accommodations for an RLE, they may discuss this with their academic advisor.

Online Coursework

The learning goals and objectives of online courses are met through a combination of discussion modules, application-based papers, and/or projects. Students are expected to prepare each week by engaging in assigned readings, videos, and/or additional resources. Discussion modules may include asynchronous online discussions and/or synchronous video sessions with faculty and peers.

Teaching and Supervision

Throughout the doctoral program, students will have opportunities to engage in online and in-person teaching and supervision within the master's counseling program. This training will have a developmental trajectory, with all students starting with co-teaching, with a goal of more independent (supervised) teaching by the end of the doctoral program. Students will also have opportunities to facilitate supervision, in-person at RLEs, online, online, and through synchronous course meetings. Like teaching, supervision training will begin with co-supervision and lead to more independent (supervised) supervision of master's level students.

CES students will be required to participate in supervision and teaching activities when in attendance at the Fall/Spring RLEs and while enrolled in teaching, supervision, and advanced internship courses including in the master's virtual skills lab, practicum, internship, and core content courses in the master's program.

Counseling Skills Assessment

In accordance with the 2024 CACREP standards, the counselor education program assesses doctoral students' counseling skills to ensure preparedness for the doctoral counseling internship.

CACREP standard 6.C.1: Prior to the internship, the counselor education program assesses doctoral students' counseling skills to ensure preparedness for the doctoral counseling internship. The counselor education program provides assistance and/or opportunities to students who need additional counseling skill preparation prior to enrolling in the doctoral internship.

Doctoral students will do a live demonstration of their counseling session with a mock client while being observed live by core program faculty. The skills counseling assessment will be held online through a synchronous meeting in the Fall and Spring semesters. ***The counseling skills assessment must be completed prior to enrollment in Counseling Internship.***

Counseling skills are assessed using the CES Skills Assessment. CES students must demonstrate competency across counseling skills and therapeutic conditions with no more than two areas of "developing competency" in order to be approved to enroll in the counseling internship. More than two scores of "developing competency" and/or any scores of "limited competency/ineffective" will require a second assessment of counseling skills and/or participation in a plan of assistance to remediate counseling skills prior to enrollment in counseling internship.

If a student is unable to demonstrate competency in their counseling skills following completion of a plan of assistance to support their counseling skill development, they may be dismissed from the CES program.

Counseling Internship and Advanced Internship

All students will complete *Counseling Internship* and *Advanced Internship*. Students are required to complete a total of 600 hours across the three internship experiences. The focus of experience within these courses is on advanced clinical work, teaching, supervision, advocacy, leadership, and research.

Internship Orientations

Students will attend a mandatory orientation meeting in the semester prior to beginning Counseling Internship and prior to their first semester in Advanced Internship.

Students will complete their counseling internship course in their first year, following their Counseling Skills Assessment and with approval from their advisor. Students in this course are required to be engaged in advanced clinical work, up to 100 hours with 40 of these hours being direct client contact.

In accordance with CACREP requirements, students will participate in weekly, 60-minute triadic or individual supervision and in weekly, 90-minute group supervision with program faculty. Triadic/individual supervision is provided by a supervisor with a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills.

Triadic/individual supervision of the doctoral counseling internship includes secure audio or video recordings and/or live supervision of students' interactions with clients. Students are required to show a minimum of two recorded client sessions in triadic/individual supervision during the counseling internship. **Students are required to carry liability insurance throughout their counseling internship and will submit verification as an assignment in their course.**

Advanced Internship I, II

Students will be engaged in at least two semesters of Advanced Internship. Students will complete a minimum of 500 hours within at least three of the following areas: counseling, teaching, supervision, research and scholarship, and advocacy and leadership. Before the first semester of advanced internship, students will meet with their advisor to develop an internship plan, based on their professional interests, and growth areas. Students will engage in weekly, 60-minute individual or triadic supervision and weekly, 90-minute group supervision.

Triadic/individual supervision will be provided a supervisor with a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills. All supervision will be logged and verified by all supervisors. Students will also complete live or recorded observations and evaluation of their teaching and supervision practice by faculty supervisors during each semester of Advanced Internship. **Students must carry liability insurance throughout their Advanced Internship I and II and will submit verification as an assignment in their course.**

Research

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All students will have opportunities to engage in individual and collaborative research from the start of their program. Student research will culminate in their dissertation. The following gives an overview of the research requirements of the program.

Coursework

Students move through a series of five research courses over the first two years of their program. The sequence of courses is designed to introduce them to a variety of methodologies, and analysis procedures.

Year One: Students become familiar with methodologies and designs in qualitative and quantitative research and initial statistical analysis procedures. This is an opportunity for students to explore potential methods and topics for future research.

Year Two: Students continue learning about research skills for qualitative data analysis, statistical analysis, and about the research publication process. Students may begin preliminary work towards developing their dissertation proposal. Students are eligible to complete their comprehensive exam once all course work is completed, or near completion.

Year Three: After completing their comprehensive exam, students are eligible to begin the dissertation coursework by completing and defending their dissertation proposal.

Dissertation Progression

This multi-semester independent study course will focus on preparing students to inform professional practice by generating new knowledge for the counseling profession through dissertation research. Students may register for the first dissertation course after successfully completing oral and written comprehensive exams and with the permission of their dissertation committee. The student's doctoral dissertation committee chair will oversee the work of the student.

CES 8000A – This first semester of the dissertation sequence should focus on completing the dissertation proposal. Students should not enroll in this course until they receive approval from their chair. Students must have a clear research topic, purpose statement, and their methodology selected (at minimum) before registering for this first semester of dissertation.

CES 8000B – Students should aim to have their dissertation proposal meeting early in this semester (if not completed in 8000A). This semester should include completion of the IRB application (following a successful proposal meeting), and data collection.

CES 8000C – Students should complete any remaining data collection and analysis early in this semester and should aim to complete their dissertation, inclusive of their dissertation defense, prior to the end of the semester.

CES 8000D, E, F– These are zero-credit course options, should a student need additional time to complete the dissertation. Approval to register for this course will come from the dissertation chair.

More specific information about the dissertation process and final product can be found on the dissertation guidelines document, which can be found in the advising course shell.

Program Milestones

This section will give you an overview of the program milestones and the steps for completing the PhD.

Student Advising

Upon admission, students are assigned a faculty advisor. While students work closely with all the faculty, the advisor has a unique role with each student. The role of the faculty advisor is to work with the student on a program of study and to help the student achieve their educational goals. The advisor is the person to see if students need guidance regarding University policies, registration procedures, course selection, and career options, or need to talk confidentially with someone about educational issues. Developing a good faculty advisor-student relationship involves connecting both online, at the RLE, and in synchronous, online meetings. All students will be assigned to the PhD program coordinator for initial advising during their first year in the program.

Your advisor or dissertation chair will work with you through the following stages of the program:

Step 1: Program of Study Meeting

Early in the first semester, students should meet with their faculty advisor as needed to review and/or develop their program of study. This meeting will include a review of any master's level coursework that may be needed, and the plan to complete that work within the first year of the student's program. In addition, this meeting will review the student's program goals, potential research interests, and long-term career goals. *See Program of Study and Course Sequence in the CES Advising Center on Canvas.*

Step 2: Dissertation Chair Selection

As students move into the second year of their program (during their second semester of the program not including summer term), they will select a dissertation chair who will also serve as their program advisor. The dissertation chair will provide mentorship and research support. To select a dissertation chair, students must meet with the desired chair to discuss their research interests, and to request that the faculty member serve as their chair. Once the faculty member and student are in agreement about the faculty serving as the dissertation chair, the student will email the PhD Program Coordinator to notify them.

Step 3: Comprehensive Exam Committee

Students who have completed all required course work and/or are in their last semester of courses may, with Dissertation Chair approval, register for the Ph.D. in Counselor Education and Supervision comprehensive exam. The comprehensive exam focuses on 4 of the 5 core areas of counselor education and supervision (Teaching, Supervision, Counseling, and Leadership/Advocacy) and includes both a written and oral examination. Each student will have a unique set of questions

tailored to their areas of focus. Students should plan a total of 5 weeks minimum for the full exam process once they receive their questions. Students work with their Chair to decide the best timing within a semester for them to complete the comprehensive exam.

Students will work with their dissertation committee Chair to identify two other members of the faculty to serve on the Comprehensive Exam Committee. The exam committee could be the same as one's dissertation committee, but that is not required. If a student's dissertation committee includes a representative from outside the counseling department, the student will select an alternative member for their comprehensive exam committee from within the counseling department. Once approved by the Chair, students will schedule a time to meet with each committee member to review the upcoming comprehensive exam and develop a focus for their questions. Each committee member will write one exam question for the student focused on a CACREP core area of counselor education and supervision. Following these meetings, students will begin gathering resources and familiarizing themselves with scholarly literature related to the identified topics/areas of focus for their exam questions.

See Comprehensive Exam syllabus and CES Advising Center on Canvas for more information.

Step 4: Written Comprehensive Exam

The comprehensive exam will be administered over the course of three weeks. Each exam response should be between 10 – 15 pages, exclusive of a cover page and reference page. Students are required to follow APA 7th edition formatting guidelines for the written exam. Students are required to work independently. Exam responses should be written as academic papers consistent with published scholarly literature in counselor education. Responses need to include and be supported by relevant research/literature published within the last 10 years and/or primary/foundational sources central to the area of focus. At a minimum, the primary literature should be from peer-reviewed literature (published in academic journals), grounded in the work and practice of counselor education and supervision. Written responses will likely require at least 8-12 scholarly references to fully address the prompts. Responses are not intended to be personal reflection papers. Artificial Intelligence (AI) may not be used to generate any part of the written comprehensive exam. Use of AI will result in exam failure.

Upon submission, the comprehensive exam committee will have up to 10 business days (2 weeks) to review the written exam. The committee will read and evaluate the written responses and determine whether a student has met the requirements outlined on CES Written Comprehensive Exam Rubric to proceed to the oral exam. There are three potential outcomes for the written portion of the exam:

Pass: The student is approved to progress to the oral exam

Revision required: The student has not demonstrated sufficient understanding or completely addressed the questions in their written exam. They are required to re-write portions of the exam for committee review. The remediation could be for all or some of the questions, based on the committee's recommendation. Remediation requirements must be completed and the written exam passed before moving to the

oral exam. Students can have 1 remediation opportunity before failing the exam and re-taking the course a second time. Any remediation of the written exam must be completed within the exam semester. An incomplete is not available for this course. Students must complete the full exam process with re-writes during the dates of instruction.

Fail: The student's written response is significantly lacking in understanding and completeness. This results in the student failing the comprehensive exam course.

Step 5: Oral Comprehensive Exam

Once a student has exam committee approval, they will be eligible to schedule their oral exam. The oral exam is a synchronous zoom meeting with the exam committee members. The oral exam will include a discussion of the student's written responses with the committee. For example, the committee could ask a student to clarify their written responses, address any gaps, or expand on them. The Chair may provide guidance on potential areas of discussion prior to the oral exam. Students should prepare for their oral exam by familiarizing themselves with their written responses and the supporting literature.

There are two potential outcomes following the oral exam portion of the full comprehensive exam: 1) Pass the comprehensive exam, 2) Fail the comprehensive exam. In the case of exam failure, the Dissertation Chair will meet with the student to identify the next steps to support their progress in the CES program.

Students cannot move to the dissertation proposal stage before completing the exam. Successful completion of the comprehensive exam is required for Ph.D. candidacy, to move forward in the dissertation process, and to progress in the CES program. Students may take their comprehensive exam twice. If, after 2 attempts, the student does not pass the comprehensive exam, they will be dismissed from the program.

See Comprehensive Exam syllabus and CES Advising Center on Canvas for more information.

Step 6: Dissertation Proposal Defense

Students are eligible to complete their dissertation proposal defense after they successfully complete the comprehensive exam, and while registered for a dissertation course. The dissertation proposal defense may be scheduled anytime during the semester (between first and last days of instruction) the student is enrolled in CES 8000A or CES 8000B. Students should work with their dissertation chair to understand the time that faculty would need to review their proposal, and factor that into when they submit their proposal document to their chair.

The dissertation proposal process is as follows:

- Students submit the written dissertation proposal to their dissertation committee chair. The proposal includes three chapters:
 - Chapter 1: General introduction to the topic and research
 - Chapter 2: Literature review

- Chapter 3: Research method and methodology.
- Once the dissertation chair approves the proposal it is then submitted to the rest of the dissertation committee.
- Upon review by the committee, the student will schedule their dissertation proposal meeting. This is a formal presentation of their research plan before the committee, during which questions will be asked about the intended research.
- Students may submit their IRB application to the IRB for approval, following a successful dissertation proposal, and the completion of all IRB application edits.
- Once the proposal and IRB application are approved, the student can begin recruiting participants and collecting data.

Step 7: Dissertation Defense

Students will complete their dissertation research and will submit their final dissertation to their chair for initial approval. Once the chair approves the completed dissertation, it is submitted to the committee for review. At that point, the student may schedule their dissertation defense. Students should plan to schedule their dissertation defense meeting in accordance with the university deadlines for completion and graduation.

The dissertation defense is a formal presentation to the committee and is open to all department faculty and students. During the public presentation, attendees will be given time to ask questions about the research, outcomes, and implications. Following the public presentation, the student will meet with just the dissertation committee for further discussion.

Student responsibility:

- Students will select their dissertation chair by the end of their first year of the program. The remainder of the committee will be selected prior to the end of the second year of the program before students enroll in the Research and Publication seminar.
- Students must complete the comprehensive exam and all academic coursework before they are eligible to submit their dissertation proposal to their committee for review (no earlier than the end of the second year).
- Students must submit their IRB application within 2 months following the dissertation proposal meeting and approval.
- Dissertation data collection should be completed within 2 years of the committee approving the dissertation proposal.
- Students must complete and defend their dissertation within 5 years from the proposal defense.

Dissertation chair and committee responsibility:

- Chair will be responsive to the student and provide written feedback on dissertation proposal drafts within two weeks.
- Once approved by the chair, the dissertation proposal will be sent (by the student) to the committee.
- Dissertation proposals will be read within a two-week timeframe.
- The student will schedule the dissertation proposal meeting at the time the proposal is sent to the committee.
- This same timeline and structure will be followed for the final dissertation defense.

Note: With chair approval, the comprehensive oral exam can be combined with the dissertation proposal meeting. This would be approved by the dissertation chair and committee.

A successful dissertation defense is required for dissertation approval and graduation. *See Dissertation Guidelines and CES Advising Center for more information.*

Being Successful in the Program

What We Expect of Students

- Students will assess and assure alignment between personal goals and the PhD CES program's emphasis on developing a strong professional identity as a counselor educator, researcher, and leader in the field.
- Students will evidence cultural humility, and work to develop cultural competence and responsiveness within classes, clinical experience, and beyond.
- Students will evidence consistent academic engagement, including clear and regular communication throughout their academic program such as checking and responding to Saybrook email and Canvas announcements.
- Students' engagement and practice will evidence ethical behavior consistent with the 2014 American Counseling Association's Code of Ethics.
- Students will evidence knowledge and skills related to the 2024 CACREP standards consistent with that expected of doctoral-level graduate students.
- Students will engage in ongoing personal reflection and counseling as needed to support their preparation to engage fully and compassionately with clients, peers and students of all backgrounds.
- Students will join and become involved in relevant state and national professional associations, such as the ACA and ACES.

Attendance Policy

General Policy

Students are expected to attend all class activities including Residential Learning Experiences, synchronous course meetings, supervision, and engage in courses online. Attendance and participation in courses while demonstrating expected professional dispositions is required to achieve a passing grade in all courses. The minimum expectation is that all students arrive on time, prepared to engage with their video camera on, and demonstrate professional behaviors outlined in the department dispositions during course meetings such as being in a private space and not attending while in a moving vehicle. If you attend a course or supervision while driving or in a public environment, you will be asked to leave and rejoin once your environment is conducive to full engagement and participation in the course meeting.

Online Courses

Attendance in the online courses is measured through engagement with discussion module postings, and/or synchronous class meetings. Students are expected to participate in all discussion modules to demonstrate integration of the course material.

Late Work Policy

Students are expected to complete all assignments by the due date. **Papers and other assignments will not be accepted after the due date without prior permission from the instructor. In cases of an emergency, the student can work with the instructor after a due date on a timeline to submit the missed.** All assignment extensions must be submitted by the date agreed upon by the student and instructor. This date may be no later than the last day of semester.

Plagiarism

Students in the Counseling Department are expected to submit original work using APA style. There are a variety of resources available within each course Canvas shell and through the Academic Commons to help students develop proficiency with APA style. Any work that is not the student's original idea must be appropriately attributed to the author(s) through APA citation. Representation of others' work as one's own (including AI-generated writing) is considered plagiarism and is a violation of academic integrity. Additionally, students who repeat courses after previously withdrawing or receiving no credit may not resubmit prior work verbatim. All discussion responses and assignments must be original.

Students are encouraged to utilize Turnitin and other similarity index reviews to evaluate their work for originality. All student assignments are run through Turnitin upon submission within Canvas. Any student caught plagiarizing may be subject to remediation or dismissal from the program.

Academic Freedom

At Saybrook, academic freedom is protected for all students and faculty. Academic freedom is the ability to engage in intellectual debate, study, and research, without fear of censorship or retaliation. In 2024, Saybrook faculty adopted the following statement Affirming Freedom of Speech & Peaceful Protest on University Campuses:

"A unique and historical role of universities is to create spaces that foster open dialogue and activism around important issues of contemporary concern-- including questions of war and peace, human rights, and social justice. In accord with Saybrook University's mission to relentlessly pursue 'a socially just, sustainable world,' Saybrook University faculty stand firmly in support of the rights of university students and faculty across the country to freedom of speech and to assemble in peaceful protest to voice their grievances and advocate for a better world."

The Counseling Department is dedicated to fostering an educational environment that upholds the principles of academic freedom. Faculty strive to cultivate student's deep, critical thinking about counseling and related sociocultural topics. Class discussions, assignments, and activities are intended to be thought-provoking, offer opportunities for diverse perspectives, and prompt a depth of personal and professional self-reflection. This

freedom is vital in developing competent, reflective, and socially just counselors who can navigate the complexities of mental health practice.

We encourage students to critically examine established theories, challenge prevailing assumptions, and contribute new insights to the field of mental health counseling. Open and respectful dialogue is essential for personal and professional growth, and we expect all members of our community to engage in discussions with integrity and respect for differing opinions. While exercising academic freedom, students are also expected to adhere to the highest standards of academic integrity and ethical conduct. Respect for the rights and dignity of clients, peers, and faculty is paramount in all academic and clinical interactions. Within the context of academic freedom, dialogue, and written work in classes are expected to stay on topic for the learning outcomes and prompts for discussions and assignments. Disrespectful interactions (including harassment, threats, and ridicule), creating descent, or failing to abide by department and university policies are not protected under academic freedom and may result in remediation processes.

PhD CES Student Review Process

Student Code of Conduct

In the Counseling Department, the faculty is committed to supporting our students to become competent counselor educators and supervisors who inspire transformational change in individuals, families, and communities toward a just, humane, and sustainable world. Success in the PhD Counselor Education and Supervision program includes following a code of conduct outlined in the department's academic policies, personal and professional competency rubric, ACA Code of Ethics, and state rules and laws governing counseling licensure. The PhD CES personal and professional competencies reflect the values of the profession, the ACA Code of Ethics, and the CACREP Accreditation Standards. Failure to adhere to the Counseling Department code of conduct may result in remediation or dismissal from the program. Students are also expected to abide by the Saybrook University code of conduct found in the University Academic Catalog and Student Handbook. Failure to comply with the university code of conduct may result in university disciplinary actions in addition to department remediation.

Students who have concerns about another student's ethical, interpersonal, and/or professional behaviors are encouraged to resolve any interpersonal concerns directly with their peers when possible. At any time, students may consult with faculty or the Student Affairs Office about how best to resolve any concerns. It is the department and university's commitment that all students are ensured a safe and supportive learning environment. Students who wish to submit reports of Title IX harassment or discrimination can find the relevant information on the Saybrook University homepage and the Student Affairs Office. Further details of the full policy and process can be found in the University Academic Catalog and Student Handbook.

Internship Experience Expectations

Students in the Counseling Internship and Advanced Internship sites are expected to abide by the policies in their site affiliation agreement, site policies, state regulations, and ethical codes. Students disciplined or dismissed by their sites may fail the corresponding internship course and be required to engage in remediation processes by the department. Gross negligence, legal or ethical violations, or significant personal and professional competence concerns are likely to result in immediate dismissal from the PhD CES Program.

Student Review Process

Per the American Counseling Association (ACA) Code of Ethics and the standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), department faculty have the responsibility to review students' academic performance as well as suitability for the counselor education and supervision profession. Students are assessed according to their academic performance and benchmarks for Key Performance Indicators (KPI), Program Learning Outcomes (PLO), and Personal and Professional Competencies (PPC). Student personal and professional dispositions related to successful programmatic and professional engagement are described in the Personal and Professional Competency Rubric. The academic policies, KPIs, PLOs, and PPCs are designed to help students develop the skills necessary for success. Failure to develop competencies in these areas may interfere with students' ability to perform in an ethical and professionally competent manner. Thus, all students are continuously reviewed while they are enrolled in program courses, internship, and dissertation.

Ongoing review of students is done at faculty meetings in consultation with faculty advisors, course instructors, and site supervisors. As part of the ongoing review of students' academic performance and professional development, faculty members will observe and note personal and professional issues that indicate successful development or might significantly affect students' ability to function adequately as graduate students and as CES professionals. Faculty advisors or course instructors will email students about their concerns or schedule meetings for further discussion as they arise.

Students also engage in a formal assessment process. Students complete a self-assessment of their PPC and are assessed by faculty at benchmarks corresponding to three developmental periods: the first semester in the program, the semester before taking their comprehensive exam, and their final internship semester. Following the assessment, students receive faculty feedback. Faculty feedback will include a review of the student's self-assessment, faculty assessment of the student's PPC, outcomes for KPI and PLO benchmarks, and academic performance. All students are encouraged to have an assessment follow-up meeting with their faculty advisor for further discussion, but some may be required to engage in a follow-up process for further support or remediation.

Academic Review

Students are provided with regular formative and summative feedback through course discussions and assignments. Students are encouraged to review and integrate instructor feedback to ensure their academic success. The program faculty reviews students' grade point averages on a semester basis. Students must retake any courses for which they do not receive credit (80% or better). Two or more course failures may result in dismissal from the program per program and university policies. Additionally, withdrawal from a course because of academic challenges may result in the student being placed on an academic remediation plan. Students are encouraged to review the current program handbook and Saybrook catalog for additional information about maintaining successful academic progress.

Personal and Professional Competency Review

In addition to an academic review, and to ensure students meet personal and professional dispositional standards, the faculty reviews each student on a set of dispositions each year. Students in the PhD CES program must abide by and demonstrate competency in relevant ethical codes and must be able to demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character beyond the master's level. These factors are evaluated based on, among other factors, academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, staff, faculty, clients, site supervisors, and co-workers. Students should be cognizant of their impact on others. They should demonstrate the ability to accept and integrate feedback, accept personal responsibility, express feelings appropriately, and exercise professional judgment in decision-making regarding issues and situations encountered in the program.

Students must thoroughly review the Personal and Professional Competency Rubric to familiarize themselves with the expectations. The PPC, along with the academic policies, are an important aspect of the Counseling Department's code of conduct.

Student PPC is assessed on the following developmental benchmark progression:

Foundational Benchmark: The foundational benchmark is measured at the end of the student's first semester in the program. This benchmark measures initial awareness of the values and skills to assess a student's personal and professional compatibility with the counselor education and supervision profession.

Practice Benchmark: The practice benchmark is measured in the semester before taking their comprehensive exam and is part of assessing readiness to progress towards doctoral candidacy. This benchmark measures a student's more nuanced conceptualization of the counselor education and supervision profession and ability to practice personal and professional competencies through coursework and practical application in co-teaching and co-supervision within the department.

Culminating Benchmark: The completion benchmark is measured in the student's final internship semester. This benchmark measures a student's ability to put all personal and professional competencies into practice through more independent application of skills in their selected internship domains and their dissertation work.

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Each personal and professional competency criterion for a benchmark measurement is assessed on the following continuum:

- Demonstrates personal and professional competencies necessary to **MEET** benchmark criteria. Students who meet the benchmark criteria are determined to be on track developmentally.
- Demonstrates personal and professional competencies necessary for **APPROACHING** benchmark criteria. Students who are approaching the benchmark criteria are typically those who need extra support but show potential for developing the required skills and knowledge without significant intervention. These students may receive additional support from an instructor and/or faculty advisor to aid their development.
- Demonstrates **LIMITED** evidence of personal and professional competencies for the benchmark criteria. Students who receive an assessment of limited evidence of personal and professional competencies for the benchmark criteria demonstrate more significant challenges or deficits in the necessary skills and may be referred for remediation planning.

Personal and Professional Competency Rubric

<i>Openness to growth and learning</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates interest and openness to learning new ideas and approaches curriculum with a beginner's mind.	Demonstrates engagement in productive and critical reflection when encountering new ideas and seeking out sources of new information.	Demonstrates a continued value of lifelong learning and the ability to seek out new information and perspectives to support CES work and personal/professional growth.
<i>Engages multiple perspectives</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates willingness and openness to engage in multiple perspectives from peers, faculty, and in the CES literature.	Demonstrates engagement in multiple perspectives by seeking diverse viewpoints from peers and faculty and emerging ability to synthesize diverse perspectives in the CES literature.	Demonstrates engagement in multiple perspectives by seeking diverse viewpoints from peers and faculty and can synthesize and communicate diverse perspectives in all CES roles and scholarship.
<i>Self-assess areas for growth</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>

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Demonstrates awareness of personal and professional strengths and challenges for engaging as a CES student.	Demonstrates awareness of strengths and challenges and develops plans for personal and professional development in the CES field.	Demonstrates awareness of personal and professional strengths and challenges, engages in ongoing learning opportunities for development in the CES field, and has clear goals for continued growth.
<i>Takes responsibility for learning</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates time management to complete coursework by due dates, regularly engages and is accountable in the learning environment, and has proactive communication with course instructors and program advisors.	Demonstrates consistent engagement and accountability in the learning environment, motivation, and responsibility for seeking independently driven learning opportunities for the upcoming comprehensive exam, internship, and dissertation.	Demonstrates consistent engagement and accountability in the learning environment, as well as motivation and responsibility for seeking independently driven learning opportunities during internship and dissertation.
<i>Awareness of one's own impact on others</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates frequent recognition of how their words and actions impact or influence others.	Demonstrates consistent and accurate recognition of how their words and actions impact others and frequent self-reflection of their influence on the learning environment as a teacher or supervisor and in the counseling relationship.	Demonstrates consistent and accurate recognition of how their words and actions impact or influence others and regular self-reflection of this influence on the learning environment and all five domains of CES.
<i>Collaborative relationships</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates seeking opportunities to collaborate with peers and faculty, can navigate conflict with mutual respect, and initiates repair work when necessary.	Demonstrates mutual respect in all interactions, contributes to productive outcomes in collaborative activities, and is accountable for initiating repair work when necessary.	Demonstrates mutual respect in all interactions, contributes to productive outcomes in collaborative activities, can facilitate collaborative learning environments, and is

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		accountable for initiating repair work when necessary.
<i>Reflexivity and integration of feedback</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates frequent reflective practice on self as a CES and frequently utilizes feedback for academic improvement and personal/professional growth.	Demonstrates consistent reflective practice on self as a CES, consistent integration of feedback for academic improvement and personal/professional growth, and engagement in supervisory relationships for CES practice.	Demonstrates consistent reflective practice on self as a CES and engagement in productive supervisory and advisory relationships for ongoing growth and learning.
<i>Cultural humility and responsiveness</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates respect for the fundamental rights, dignity, and worth of all people, is open to learning about one's personal cultural identity and that of others, and awareness of multicultural social justice competencies in counseling.	Demonstrates an ability to engage in cultural humility through self-awareness of personal cultural identity, its impact on interpersonal interactions, the ability to analyze the five domains of CES through a systemic sociopolitical lens critically, and the willingness to broach racial, ethnic, and cultural concerns as a counselor, teacher, and supervisor.	Demonstrates the practice of cultural humility in self-reflection and all interactions, applies a systemic sociopolitical lens within all five domains of CES practice, and applies skills in broaching racial, ethnic, and cultural concerns in multiple settings and in all five roles of CES.
<i>Cognitive flexibility and acceptance of ambiguity</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates frequent cognitive flexibility and willingness to adapt ideas, materials, or plans based on nuance and contextual information.	Demonstrates consistent cognitive flexibility and skills at adapting ideas, materials, plans, or CES practice based on nuance and contextual information.	Demonstrates consistent cognitive flexibility and skills at adapting ideas, materials, plans, or CES practice based on nuance and contextual information and supports counselors-in-training in developing similar skills.

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<i>Critical thinking and use of professional literature</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates skills in critical thinking and awareness of the need to support CES practice with professional literature.	Demonstrates skills in critical thinking to synthesize and analyze professional literature to support CES practice and writing.	Demonstrates advanced level skills in critical thinking to synthesize and analyze professional literature to support CES practice and dissertation.
<i>Emotional regulation and self-expression</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates ability to articulate the full range of emotional experience and frequently self-regulates to manage emotions and behaviors that interfere with interpersonal interactions.	Demonstrates ability to articulate the full range of emotional experience and consistently self-regulates to manage emotions and behaviors that interfere with interpersonal interactions.	Demonstrates ability to articulate the full range of emotional experience, consistently self-regulates to manage emotions and behaviors that interfere with interpersonal interactions, and considers the impact on the learning environment.
<i>Attention to professional, ethical, and legal considerations</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates an awareness of counseling as a legally regulated profession, the importance of professional identity, and the ability to behave ethically and legally.	Demonstrates counseling professional identity through clinical behaviors and practice consistent with state rules and laws, the ability to behave ethically, and support counselors-in-training ethical decision-making according to the student's state of residence.	Demonstrates ethical professional identity in all five domains of CES, conducts counseling and supervisory practice consistent with their state rules and laws, and supports counselors-in-training professional identity development and ethical decision-making according to the student's state of residence.
<i>Academic Performance</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Completion Benchmark</i>
Demonstrates developing effective written and oral communication skills using	Demonstrates frequent ability to summarize and synthesize information for effective	Demonstrates consistent ability to summarize and synthesize information for

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APA style and ethical use of professional literature.	communication and research using APA style and ethical use of professional literature to support coursework.	effective communication using APA style and ethical use of professional literature to support research and generation of new knowledge in the dissertation.
<i>Development of a theory-based COUNSELING professional identity</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates a foundational understanding of theory to inform counseling practice.	Demonstrates use of theory in counseling practice, use of seminal scholarship and contemporary research to support theoretically oriented practice, and understanding of multiple theoretical orientations.	Demonstrates use of theory in counseling practice, use of seminal scholarship and contemporary research to support theoretically oriented practice, and ability to teach, supervise, and support CIT in developing their counseling theoretical orientations.
<i>Development of a theory-based TEACHING professional identity</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates an awareness of the need for theory-based TEACHING professional identity.	Demonstrates an emerging theory-based TEACHING professional identity.	Demonstrates a comprehensive and integrated theory-based TEACHING professional identity.
<i>Development of a theory-based SUPERVISION professional identity</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates an awareness of the need for theory-based SUPERVISION professional identity.	Demonstrates an emerging theory-based SUPERVISION professional identity.	Demonstrates a comprehensive and integrated theory-based SUPERVISION professional identity.
<i>Development of a theory-based LEADERSHIP AND ADVOCACY professional identity</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates an awareness of the need for theory-based LEADERSHIP AND PROFESSIONAL ADVOCACY professional identity.	Demonstrates an emerging theory-based LEADERSHIP AND PROFESSIONAL ADVOCACY professional identity.	Demonstrates a comprehensive and integrated theory-based LEADERSHIP AND PROFESSIONAL ADVOCACY professional identity.

<i>Development of a theory-based RESEARCH professional identity</i>		
<i>Foundational Benchmark</i>	<i>Practice Benchmark</i>	<i>Culminating Benchmark</i>
Demonstrates an awareness of the need for theory-based RESEARCH professional identity.	Demonstrates an emerging theory-based RESEARCH professional identity.	Demonstrates a comprehensive and integrated theory-based RESEARCH professional identity.

Student Remediation and Due Process

It is the commitment of the Counseling Department to provide students with regular and proactive feedback on their development as a counselor in training. Faculty will informally review student concerns as they arise at weekly faculty meetings and initiate a formal review when warranted. Any student who demonstrates academic or personal and professional competency challenges is provided with a formal letter when the concerns arise outlining the challenges and suggested steps. Academic and/or, personal and professional competency challenges that persist may result in remediation or dismissal from the program. Remediation planning may occur at any point throughout the program.

The intent of the remediation process is to provide students with clear documentation of the areas in need of development for success in the program and the CES profession. Students who are placed on a remediation plan are notified by email, and a meeting is scheduled between the student and the program coordinator, the student's faculty advisor, or other relevant representatives. Students are provided with a written remediation plan ahead of the meeting. During the meeting, the faculty will describe the outlined concerns and action steps for remediation. Students may ask questions, check for understanding, and collaborate on strategies to meet the plan requirements. Additionally, students are encouraged to meet with their advisor or relevant university support services further to collaborate on strategies for success.

Students who are placed on remediation plans are provided with a formal review and feedback on their progress at least once per semester. Students are encouraged to meet with their advisor more regularly to review their progress. Remediation plans will be updated on a semester basis until the required action steps have been met or the student is dismissed from the program. Depending upon the nature and severity of the concerns, appropriate action steps range from (a) collaborative strategies for academic, personal, and professional improvement to (b) alterations to the program of study, including delaying the start of internship experiences, to (c) required leave of absence to (d) dismissal from their program. Gross violations of the Counseling Department code of conduct may result in immediate dismissal from the program. Failure to engage in the remediation process is a violation of the remediation plan and may result in immediate dismissal from the department.

Appeal Process

In cases of Academic Dismissal from the department or university, students who wish to appeal the decision may consult the process according to current university policies. For more information about the university appeal processes visit the Academic and School Policies section of Saybrook University's Academic Catalog and Student Handbook.

Department remediation plans are not eligible for appeal. Students may request a review from the department chair if they believe they have not been provided due process through faculty bias, inclusion of false information, or other concerns. Students should provide the department chair with a written statement documenting any violations of due process, presence of bias, or other concerns. The department chair will review the concerns and determine appropriate next steps, including but not limited to meeting with the student, revisions of the remediation plan to correct information or conclusion of the review without further action.

Teaching Assistantship and Fellowships

Students will have opportunities to engage in teaching, supervision, research, and other professional development activities. To support student learning, and to recognize the work that they are contributing to the department, we offer Counselor Education and Supervision Assistantships (CES – A) and Counselor Education and Supervision Fellowships (CES – F). *Counselor Education and Supervision Assistantship (CES-A)* Counseling Department Assistantships in the PhD Counselor Education and Supervision program will be engaged in work that supports MA program student development, and other program and department processes. These assistantships will be awarded for teaching, supervision, department service/leadership, and research opportunities.

Counselor Education and Supervision Assistantship (CES-A)

Counseling Department Assistants in the PhD Counselor Education and Supervision program will be engaged in work that supports MA program student development, and other program and department processes. These assistantships will be awarded for teaching, supervision, department service/leadership, and research opportunities.

Eligibility – Students must be full-time in the program (at least 6-credits per semester), be continuously enrolled, and be in good academic standing. Students are eligible for a CES-A position starting their second semester in the program, through year 3 of their program.

Counselor Education and Supervision Fellowships (CES- F)

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CES fellows in the PhD Counselor Education and Supervision program will engage in teaching and supervision at an advanced level. Fellows will have the opportunity to provide more leadership on course development and teaching, an independent CES project (such as supporting a major program development project), or a supervision experience (with support and mentoring from faculty). Teaching assignments are made based on student areas of interest and department needs.

Eligibility – Students must be full-time in the program (at least 6-credits per semester), be in good academic standing, and demonstrate advanced level teaching and/or supervision skills. Students may apply for this position in their 3rd year of the program.

*More information about the specific positions, application, and evaluation process can be found in the *CES Advising Center* on Canvas.

Career Opportunities

Graduates of the PhD Counselor Education and Supervision program have many career opportunities. While the primary focus is to prepare students for faculty positions in Counselor Education programs, graduates can also expand their clinical practice, provide advanced supervision, and take on leadership roles within mental health organizations.

While job prospects will vary with location and specialization, opportunities are generally positive because the number of job openings often exceed the number of CES program graduates.

University Policies

Saybrook University's Academic Progress Policies

For more information about Saybrook University's Academic Progress Policies, visit the Academic and School Policies section of the *Saybrook University's Academic Catalog and Student Handbook*.

Saybrook University's Diversity Policies

For more information about Saybrook University's non-discrimination and non-retaliation policies, visit the *Academic and School Policies* section of the *Saybrook University's Academic Catalog and Student Handbook*.

Saybrook University Disability Accommodation Policy

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For more information about Saybrook University's Disability Accommodation Policy, visit the *Academic and School Policies* section of the *Saybrook University's Academic Catalog and Student Handbook*.

Student Retention and Dismissal Policy

For more information about Saybrook University's retention and dismissal policies, visit the *Saybrook University's Academic Catalog and Student Handbook*.

Reaching Out

To support student growth and success, Saybrook University offers assistance. For more information about assistance resources, visit Student Affairs.

Timely Care

Saybrook University students have FREE, 24/7 access to virtual care services with TimelyCare — the virtual health and well-being platform from TimelyCare, designed for college students. Students do not need insurance to access TimelyCare services. As part of Saybrook University's partnership with TimelyCare, students have access 365 days a year to services in TimelyCare, including on demand and scheduled medical care, on-demand and scheduled counseling and additional support resources.

Professional Organizations & Resources

Site	URL
Saybrook University's progressive approach	www.saybrook.edu/about/essentials/
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	cacrep.org
Professional Associations	
American Counseling Association (ACA)	counseling.org
American Mental Health Counselors Association (AMHCA)	amhca.org
National Board for Certified Counselors (NBCC)	nbcc.org
Association for Counselor Education and Supervision	acesonline.net
Ethical Codes	
ACA Code of Ethics and Standards of Practice	https://www.counseling.org/resources/ethics
AMHCA Code of Ethics	https://www.amhca.org/events/publications/ethics
NBCC Code of Ethics	nbcc.org/ethics
Examination and Licensing	

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American Association of State Counseling Boards	Aascborg.wildapricot.org
NBCC State Licensure Overview	https://www.nbcc.org/licensure
NBCC Examination for Licensure and Certification	www.nbcc.org/Exams
American Counseling Association	counseling.org

Student Handbook Responsibility Statement

I understand that I am responsible for, and will be held accountable for, all information presented in the *Saybrook University PhD in Counselor Education and Supervision Program Student Handbook* and, those related to the:

- mission statement
- academic unit and program objectives
- information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students
- matriculation requirements
- expectations of students
- academic appeal policy
- policy for student retention, remediation, and dismissal from the program, student performance, and other ethical and professional standards

I understand that violating the policies and procedures outlined in the *Saybrook University PhD in Counselor Education Program Student Handbook* puts at risk my privilege to remain a member of this training program. I will review these materials carefully, and, if I have questions concerning them, will ask for clarification from my advisor or other faculty in this program.

Student Name _____ **Date signed** _____

Sample Remediation Plan

Saybrook University
Department of Counseling
MA Counseling Program

STUDENT NAME
Remediation Plan
DATE

Dear,

In the Counseling Department, the faculty is committed to supporting our students to become competent professionals who inspire transformational change in individuals, families, and communities toward a just, humane, and sustainable world. Success in the PhD Counselor Education and Supervision program includes a combination of academic requirements and personal and professional competencies. The Counseling Department's requirements reflect the values of the profession, the ACA Code of Ethics, and the CACREP Accreditation Standards. The expectations and requirements for successful completion of the program are outlined in the PhD CES Handbook and course syllabi.

The faculty in the program is aware that you have not passed XXXXXX coursework. In addition to a No Credit grade XXXXXX, you have passed XXX of the XXX courses taken to date.

Under Saybrook University's academic policies, you must maintain a pass rate above 67% to stay in good academic standing. You may receive a warning from Saybrook University's registrar's office, letting you know that you will have one more semester to raise your completion percentage to the required 67%. If you do not raise this percentage, Saybrook University will require significant steps to stay enrolled. Additionally, counseling department policies dictate you may be at risk of dismissal from the program if you fail 2 or more courses.

As a way to help support you and assist you in being successful in the program, the counseling program faculty are placing you on a remediation plan. We hope that this plan will work to support you in achieving the professional standards required to complete the program. A remediation plan outlines both specific items that must be completed and ongoing patterns that need to be addressed to demonstrate academic as well as personal and professional alignment with program and professional standards.

The plan will include the following:

Academic

1. The following criteria must be met each semester for all courses:

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- a. Timely and full participation in all discussions.
 - b. Completion of all coursework (discussions, assignments, etc.) on time as outlined in the course syllabus.
 - c. Passing all courses. Receiving a grade of “NC/NP” in any course moving forward, may result in program dismissal.
2. Specific academic requirements:
- a. Area of challenge:
 - b. Required outcome:
 - c. Completion date:

Personal and Professional Competencies

1. Productive engagement in remediation plan processes. Refusal to participate in the remediation process may result in dismissal from the program.
2. Specific PPC requirements:
 - a. Area of challenge:
 - b. Required outcome:
 - c. Completion date:
 - d.

The faculty highly encourages you to utilize university and outside support to address any personal stress or challenges related to school (personal counseling, community/social support, virtual student wellness center, etc.). Please visit the [Student Affairs Homepage](#) for information about connecting with resources. You can find additional academic support through the Academic Commons.

Please know that we appreciate your involvement with our program. Let us or your faculty advisor know if you have any questions or concerns.