



## PROGRAM OVERVIEW

Welcome to the web pages of the Doctoral Program in Counselor Education. The following information is designed to give prospective applicants information about program philosophy, objectives, and curriculum and related experiences.

### Counselor Education Doctoral Program Philosophy and Mission Statement

The doctoral program in counselor education applies and extends the program philosophy of the counselor education program to form its mission. Fundamental to the mission statement is the conviction that the Masters degree in counseling is the clinical degree in counselor education and that doctoral study, while it enhances the clinical skill of students, has the purpose of developing counselor educators. Within this context, the doctoral program in counselor education has the specific purpose of developing counselor educators who are prepared to be skillful teachers, expert supervisors, competent quantitative and qualitative researchers, and outstanding professional leaders. This perspective employs the following assumptions about the development of doctoral students as effective counselor educators.

- Effective counselor educators have a clear and specific professional identity as counselor educators. This identity includes membership in the Association for Counselor Education and Supervision (ACES), American Counseling Association (ACA), and ACA divisions that reflect professional specializations and interests. In addition, this identity involves holding the professional counselor license in their state, and certification as a Nationally Certified Counselor (NCC). Finally, this professional identity includes active participation in national, regional, and state professional counselor organizations. Effectively prepared counselor educators are able to articulate their professional identity as counselor educators and counselors so that the students they eventually prepare will develop and be able to articulate a clear identity as professional counselors.
- Effective counselor educators are prepared to be multiculturally competent professionals. Competence includes essential knowledge, skills, and personal awareness. Students must be aware of their own biases, understand the social and economic conditions related to prejudice and oppression, and commit to social advocacy.



- Effective counselor educators are prepared to be skillful teachers. Becoming a skilled teacher involves understanding and applying relevant theory and the development of an effective personally congruent teaching style. The development of effective teachers requires on-going teaching experiences under the close supervision of faculty and peers. Opportunities to reflect on and discuss teaching experiences with peers and faculty are critical to this development.
- Effective counselor educators are prepared to be effective supervisors. Becoming an effective supervisor involves understanding and applying relevant theory and developing an effective, personally congruent supervision style. This development requires academic and on-going supervised experiences that mirror the supervisory roles of counselor education faculty. Opportunities to reflect on and discuss supervision experiences with peers and faculty are critical to this development.
- Effective counselor educators are prepared to be competent researchers. Becoming a competent researcher involves becoming knowledgeable and skillful in conceptualizing, conducting, and analyzing quantitative and qualitative research. The process of becoming a competent researcher includes participating in academic experiences and supervised research activities that culminate in the dissertation. The doctoral program in counselor education emphasizes ongoing



participation in research as important aspects of academic and program requirements. The dissertation is the culminating demonstration of research competence.

- Effective counselor educators are prepared to be effective writers. Writing skills are required in the development of course materials, professional communications, and publications. Without effective writing skills, counselor educators will not be successful in their profession. All faculty are committed to the evaluation and development of students' writing skills in all academic experiences.

- Effective counselor educators are prepared to be effective contributors and leaders in professional organizations. Contributions and leadership include attendance and presentations at professional counseling organization conferences, organizational committee membership, participation on professional journal editorial boards, and participation as elected leaders in professional organizations. In addition, leadership includes advocating for clientele and the profession locally and on a state and national level.
- Effective counselor educators are competent individual and group counselors.

## **Requirements for the Ph.D. in Counselor Education**

**P**rimarily program objectives include developing skillful teachers, supervisors, and researchers. As a secondary objective, students will be involved in practicum and course work experiences to develop clinical skills. To accomplish its primary objectives, the doctoral program uses the principles of apprenticeship training and experiential learning. This means that, in addition to traditional academic experiences, students develop their professional identity and skills in collaboration with and under the close supervision of counselor education faculty. This means that students participate with faculty in supervision, teaching, research and writing, professional activities, and professional organization service.

The course work sequence attends to student development as counselor educators. Besides traditional academic course content, class requirements incorporate experiences such as conducting counseling groups, conducting programmatic research, participating as members of research teams, and supervising entry-level students. An additional program element designed to complement traditional academic requirements is a 600-hour internship that begins during the summer semester of students' first year and extends through the summer of their second year. The labs associated with these internship experiences are a forum in which students and faculty reflect on and discuss students' developmental experiences as teachers, scholars, supervisors, researchers and their developing awareness and understanding of professional issues. These labs will address important counselor education topics.



### ***Required Program Experiences***

**T**he doctoral program in counselor education requires that all students successfully complete a range of program experiences. These experiences include satisfactory completion of required courses, internships, demonstration of specific competencies beyond class requirements, development and satisfactory

completion of specializations in at least one core and one counseling major area, satisfactory completion of comprehensive examinations, and the successful completion and defense of a dissertation.

### Required Courses

The grid below presents the core course work required for each doctoral student in the counselor education program.

FALL (1)	SPRING (1)	SUMMER (1)
<ul style="list-style-type: none"> <li>• COUN 784, Advanced Counseling Theory</li> <li>• COUN 794, Advanced Group Counseling</li> <li>• EDRS 701, Educational Statistics II</li> <li>• COUN 687 First Year Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• COUN 750, Research and Publication in Counselor Education</li> <li>• COUN 753, Supervision of Counseling Services</li> <li>• COUN 793, Advanced Practicum</li> <li>• COUN 687 First Year Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• COUN 795, Internship</li> <li>• EDLD 662, College Teaching</li> </ul>
FALL (2)	SPRING (2)	SUMMER (2)
<ul style="list-style-type: none"> <li>• COUN 751, Qualitative Perspectives in Counselor Education</li> <li>• COUN 754, Advanced Clinical Supervision</li> <li>• COUN 795, Internship</li> </ul>	<ul style="list-style-type: none"> <li>• COUN 752, Qualitative Methods and Analysis for Counselor Educators</li> <li>• COUN 795, Internship</li> <li>• EDRS 705, Educational Research II</li> </ul>	<ul style="list-style-type: none"> <li>• COUN 795, Internship</li> </ul>
FALL (3)	SPRING (3)	
<ul style="list-style-type: none"> <li>• Dissertation - COUN 797 (9 hours)</li> <li>• COUN 687 Professional Development Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Dissertation - COUN 797 (9 hours)</li> <li>• COUN 687 Professional Development Seminar</li> </ul>	

### Internship Requirements

Students are required to enroll in internship during their first summer and second fall, spring, and summer semesters. Satisfactory completion of the internship experience requires that student complete 600 hours of internship experience. Roughly, this means that students should average 10 hours per week during the semesters internship is required. These hours will include the time necessary to perform the teaching, research, and service requirements for program specializations and supervision of master's students.

## **Program Specialization Requirements**

Students will develop a minimum of one core content area specialization and a counseling major specialization in community or school counseling. Core content area specializations involve developing advanced level competencies in courses that correspond to the eight core content areas described in CACREP accreditation standards. In addition, the program includes a core specialization in play therapy. Counseling major specializations involve developing advanced level competencies in courses designed to fulfill requirements for masters' level counseling majors in school or community counseling. Specialization requirements are developed in consultation with students' committee members and committee chair. Specific components for each specialization are developed to fit students' career objectives and prior experiences.



## ***Required Competencies***

**A**long with mastery of academic content, the doctoral program in counselor education requires students to demonstrate competencies in teaching, supervision, research, and professional leadership.

### **Teaching**

The development of skillful teachers is an ongoing process in the doctoral program in counselor education. This development begins during students' first summer term when students participate in a course in college teaching and, at the same time, co-teach with program faculty. Co-teaching continues throughout students' second year. Teaching in specialization areas continues during students' third year. During co-teaching experiences, students receive ongoing feedback, formative evaluations, and a summative evaluation at the conclusion of each class from supervising faculty.

### **Supervision**

Doctoral students participate in supervision activities throughout their internship experiences. Students' competencies are determined using the following procedures: evaluation of performance in two supervision classes (one focusing on theoretical foundations and supervision of counseling skill development and one focusing on

clinical supervision) and faculty feedback based on live and video taped observations of individual and triadic supervision of practicum students and group supervision of internship students.

## Research

The research competency includes professional organization conference presentations at national, regional, and state levels and manuscripts submitted for publication in refereed journals. Students will submit a minimum of two proposals for presentations at regional or national conferences during their program. Over the course of their programs, all students will submit at least three manuscripts to national refereed journals for publication consideration co-authored with program faculty members. In addition, students complete five research courses. Unique to the program is a two course sequence in qualitative research specifically designed for aspiring counselor educators.



## Professional Leadership



Professional leadership includes participation in national, regional, or statewide professional organizations. During the fall of their first year, students will join the Association for Counselor Education and Supervision, Mississippi Counseling Association, American Counseling Association, and Chi Sigma Iota. Later, students will join organizations that represent their core and major specialization areas. Students will develop a plan and set goals for participation in national, regional, and state organization committees and volunteer activities during the First Year Seminar. Students will report on their activities at the conclusion of their first semester and each semester thereafter in the First Year Seminar and Internship lab. All students will demonstrate leadership activities consistent with the career paths of developing leaders in the field of counselor education.



## Technological Competence

All doctoral students are required to demonstrate technological competencies. These competencies are those necessary to complete course projects, presentations, and papers and are evaluated as aspects of course requirements. These competencies are necessary for students to perform research independently and complete dissertation requirements successfully. The competencies include word processing software (Word), presentation

software (PowerPoint), literature search engines (ERIC, PSYCHINFO, Academic Search Premier), a statistical analysis program (SPSS), an email program (Outlook or Web mail), and internet search engines (e.g., Google, and Internet Explorer).

## *Faculty*

**T**he program faculty are listed below. For more information on our faculty members please visit the faculty listings for the School of Education.

**William B. Kline, Ph.D.** (University of Michigan), LPC, NCC, CCMHC  
Professor of Counselor Education  
Doctoral Program Coordinator  
CACREP Liaison  
Specializations: Group Counseling and Therapy; Qualitative Research Foundations, Design, and Analysis; Supervision; Counseling Skill Development; Counselor and Counselor Educator Development; and Research and Publication

**Marilyn Snow, Ph.D.** (Georgia State University), LPC, NCC, RPT-S  
Associate Professor of Counselor Education  
Coordinator of the Counselor Education Program  
Executive Director of the Oxford Play Therapy Training Institute  
Specializations: Play Therapy, Psychodiagnosis, Multicultural Counseling Issues, Spirituality in Counseling, Traumatology, Supervision, Quantitative Research Design and Analysis

**Carol A. Sommer, Ph.D.** (Southern Illinois University Carbondale), LPC, NCC, ACS  
Assistant Professor of Counselor Education  
Community Counseling Coordinator  
Specializations: Qualitative Research Theory and Practice, Philosophical Foundations of Theory Construction, Supervision, Narrative Applications in Counseling and Research, Crisis Counseling and Vicarious Traumatization, and Diversity Issues in Counseling.

**David Spruill, Ph.D.** (University of Florida), LPC, LMFT, NCC  
Associate Professor of Counselor Education  
School Counseling Coordinator and Faculty Advisor for Chi Sigma Iota  
Specializations: School Counseling; Marriage and Family Therapy; Professional, Legal, and Ethical Issues in Counseling; Supervision; Professional Development and Training

**Kevin Stoltz, Ph.D.** (Georgia State University), LPC, NCC  
Assistant Professor of Counselor Education

Counselor Education Clinical Coordinator

Specializations: Career Development, Quantitative Research Design and Analysis, Statistical Procedures, Counseling Skill Development, Change Processes, and Therapeutic Factors



**For additional and more specific information please consult the Doctoral Program Handbook. Please do not hesitate to contact Dr. Bill Kline at [wbk@olemiss.edu](mailto:wbk@olemiss.edu) if you have questions or would like to discuss enrolling in the Doctoral Program in Counselor Education at the University of Mississippi.**

