

Counselor Education and Supervision Ph.D.

Doctoral Student Handbook



College of

EDUCATION

2026-2027

Counselor Education and Supervision (Ph.D.)

Graduate Student Handbook
2026-2027

Contents

Contents	2
Clemson Graduate School Information.....	4
Welcome	4
Program Overview.....	5
College of Education Mission.....	6
Counselor Education Program Mission	7
Counselor Education Program Objectives.....	7
Faculty	8
Registration and Payment for Courses.....	9
Student Fees	9
Technology	9
Title IX (Sexual Harassment)	10
Endorsement Policy	10
Course Transfer Policy.....	10
Academic Requirements	11
Course Sequence.....	12
Timeline	14
Sample Timeline.....	14
Co-Curricular Experiences	15
Assistantships.....	15
Professional Organizations	19
Student Resources	20
Advisors and Advisory Committee	20
Assessment	23
Evaluating Overall Student Fitness and Performance: Ongoing and End of Semester	25
Counselor Education Professional Fitness Review.....	28
Trauma-Informed Community	29

Student Responsibilities Form	30
Preliminary Examination	30
Admission to Candidacy.....	31
Dissertation.....	31
Issues Related to Academic Integrity	33
Dissertations and Generative Artificial Intelligence (AI) Policy)	35
Appendix A: Written Preliminary Exam.....	37
Appendix B: Oral Preliminary Exam	40
Appendix C: Five-Chapter Dissertation	41
Appendix D: Three Manuscript Dissertation	43
Appendix E: Generative AI Continuum	47

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<https://www.clemson.edu/education/academics/doctoral/counselor-ed-supervision.html>



Clemson Graduate School Information

These guidelines supplement the current versions of the [Clemson University Graduate Catalog](#) and [Policies and Procedures Handbook](#).

The policies and procedures of the Graduate School have been established to ensure that a consistent set of standards is applied from the admissions process through the awarding of degrees in every Graduate School program.

Graduate School Forms

(<https://www.clemson.edu/graduate/students/forms.html>)

Graduate School Deadlines

(<https://www.clemson.edu/graduate/students/deadlines.html>)

Any information in this doctoral program handbook is superseded by the higher-level documents listed above.

Welcome

We are pleased that you have selected the counselor education and supervision program at Clemson University to earn your doctoral degree. The relationship between faculty and doctoral students is one of collaboration. Philosophically, faculty members believe that your success is our success, and we will work to support your success in the program. As a collaborative process, we encourage open dialogue about your developmental needs as a student.

The degree of Doctor of Philosophy is conferred upon those students who have completed, with high distinction, a prescribed period of intensive study and investigation in a single field of learning. Students must master the methods of study in the chosen field and demonstrate familiarity with what has been done and contribute to further progress of knowledge in the discipline. That is, part of your “pivot” as a doctoral student is that while you will continue to learn existing theories, methods, and strategies, particularly related to the new roles of researcher, teacher, and counseling supervisor, you will also be prepared to contribute to the advancement of new knowledge in the counseling profession as a researcher and scholar. All of these are developmental processes, and the faculty are prepared to support you through these processes. At the doctoral level, we are committed to developing professionals who excel in teaching and supervision, who are advanced counseling practitioners, and who are skilled researchers, scholars, and leaders, ready to make significant contributions to the field.

This handbook was developed to provide important information to support your doctoral studies over the next three years, covering multiple facets of your studies. If, at any point, this handbook is found to contradict any policies or procedures in higher-level documents, such as the Clemson College of Education

or Clemson Graduate School, the higher-level policies or documents will take precedence. If you discover such a contradiction, please bring this to the attention of the program faculty.

Students are expected to be knowledgeable of the contents of this handbook and other resources cited below as a way of taking responsibility for their progress in the program. Thus, new doctoral students are urged to read this handbook in its entirety and ask clarifying questions at any point in their studies.

The requirements and expectations described in this handbook represent the *minimum* for all students. Depending on your interests, your master's curriculum, and professional plans, you may be required to perform work over and above the minimum. These issues are determined in discussions with your temporary advisor, your chair, and/or your doctoral committee.

Please consult with your doctoral program coordinator, temporary advisor, and/or doctoral committee chair if you have any questions.

Program Overview

The Counseling Education and Supervision Doctoral Program is a 61-credit-hour program designed for individuals seeking to advance their knowledge and skills beyond the entry-level (master's) degree in counseling to serve as counselor educators, supervisors, leaders, researchers, and advanced practitioners. Candidates for the Ph.D. in Counselor Education and Supervision will have a master's degree in counseling or a closely related discipline, preferably from an accredited master's program, and be seeking the terminal degree consistent with career goals and aspirations.

The Ph.D. program is intentional in providing rich opportunities to learn from expert faculty and peers. The curriculum offers students a range of training, including doctoral-level professional orientation, clinical supervision, advanced counseling practice, leadership in counselor education, advanced theories, research methods, and advanced group work, along with a statistics and research sequence tailored to the individual student's needs and internships in clinical practice, supervision, and teaching. The curriculum and co-curricular activities are structured to support students in developing their own research interests, culminating in a dissertation. Students work with faculty advisors and doctoral committees to design a program of study and co-curricular experiences unique to the goals of the individual student. The Ph.D. in Counselor Education and Supervision prepares future educators, supervisors, leaders, researchers, and clinicians in colleges and universities, school districts, and mental health settings to positively impact mental health services in a society with increasing mental health challenges and needs. Given the mental health provider shortages in South Carolina and other parts of the country, emphasis is placed on the mental health challenges and needs of rural populations, and evidence-supported and trauma-informed practices to best meet these needs.

Program Contacts

Department Chair – Dr. Kristen Cuthrell, mcowanc@clemson.edu

Doctoral Program Coordinator – Dr. Craig Cashwell, ccashwe@clemson.edu

Director of Graduate Student Services – Julie Jones, jgambre@clemson.edu

The Doctoral Program Coordinator will serve as a temporary advisor for all Ph.D. students in their first semester of studies and should be a student's first point of contact for any issues regarding academic progress, program curriculum, assistantships, and/or any other issue regarding the program in their first semester. Once a Major Advisor is identified (through a process described on page 22), they become the first point of contact. If the issue cannot be resolved at that level, the next step would be to contact the Doctoral Program Coordinator, followed by the Department Chair and then the Associate Dean of Research and Graduate Studies, if and/as needed. Commonly, the issues can be resolved by the counseling program faculty, who will also consult with appropriate administrators, as needed.

Location of Degree Program

The Counselor Education and Supervision Ph.D. program is located at the [University Center Greenville](#) (UCG). Courses will be offered both at the UCG and on the Clemson main campus. Additionally, there are in-person or HyFlex formats. For this program, the HyFlex format is defined as participating synchronously online. Most courses will be offered Monday-Thursday afternoons. In rare cases, though, to align/coordinate with the master's program schedule, courses may be offered at different times.

Hyflex Modality Policy

The program is offered through a HyFlex option and can be completed either through traditional face-to-face instruction or through synchronous online instruction. Students are admitted to a Ph.D. HyFlex program based on the modality selected during the application process (in-person OR synchronous online). Students will have the opportunity to change their specified modality before the start of each semester. No modality changes will be considered once the semester is in progress. Asynchronous and/or synchronous elements will be included in courses at the discretion of the instructor, as stated in the syllabus. In-person students are expected to attend classes in person unless alternative arrangements have been made with or by the course instructors.

Students receiving an assistantship should consult their employment contract to verify modality requirements. Most assistantships require full-time face-to-face instruction. In some instances, however, a grant-funded assistantship may offer more flexibility.

Procedure for students: A student wishing to change their designated modality must email a request to the student services coordinator with a detailed explanation. The doctoral program coordinator and department chair will review the request.

College of Education Mission

Clemson University College of Education is a transformational leader in education across the life- and career-span. With a particular focus on rural and underserved schools and communities, the college has nationally recognized programs that prepare teachers, educational specialists, school- and community-based mental health counselors, human resource professionals and leaders in education and allied fields.

We equip our students for lives and careers that make a difference. Through innovative educational programming, high-impact research and collaborative partnerships, we respond to critical societal and educational issues, such as workforce development; the role of technology in education and society; teacher recruitment and retention; mental health and well-being; and leadership development. We lead these vital initiatives as part of Clemson University's land-grant mission to serve the state of South Carolina and beyond.

Counselor Education Program Mission

The Counselor Education Program is dedicated to educating counselors as scholar-practitioners. The program provides opportunities for students to apply theory, research, knowledge, and evidence-based practices through experiential learning, with an emphasis on prevention, intervention, and well-being. We prepare counselors who seek opportunities to engage in outreach and advocacy through collaborative partnerships in schools and clinical settings.

Counselor Education Program Objectives

For all students, the Counselor Education Program trains counselors who:

1. Develop and demonstrate a professional counseling identity
2. Exhibit self-reflection and self-awareness
3. Exhibit critical thinking skills
4. Apply client-centered counseling, career, and human development theories to individual and group counseling practice
5. Identify and use evidence-based and client-centered counseling interventions and assessment strategies
6. Identify and address processes that impede the well-being of underserved communities
7. Demonstrate knowledge and skills to be effective in their counseling specialty area
8. Demonstrate ethical decision-making skills and ethical conduct.

Unique to the Ph.D. program, the Counselor Education Program trains professionals who:

1. Develop expertise in areas of research that inform teaching, supervision, and counseling practice.
2. Understand, describe, and critically evaluate issues of equity and identity in counselor training, supervision, research, and practice.
3. Understand and apply supervision models and practices.
4. Critically apply andragogical theories and practices into teaching practices.
5. Develop leadership skills to be applied in service to counselors, counseling trainees, and the counseling profession.
6. Ethically conduct high-quality scholarly research that contributes to the fields of teaching and learning.

Faculty

Dr. Liz Boyd

Clinical Associate Professor, Counselor Education Program Coordinator

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Interests: Integrated women's health, grief, cultural humility in counseling

Dr. Craig Cashwell

Professor, Doctoral Program Coordinator

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Interests: Trauma-informed and focused counseling, working with religion and spirituality in counseling, addictions, counseling couples

Dr. Ryan Cook

Associate Professor

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Interests: Clinical supervision, issues of professional development, trauma-informed practices, and client-focused care

Dr. Jennifer Hall

Clinical Associate Professor, Field Experience Coordinator

jgh3@clemson.edu

Interests: Issues in school counseling, students with disabilities, play therapy, creativity in counseling and supervision, childhood trauma and domestic violence

Dr. Amanda Rumsey

Associate Professor

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Interests: Trauma; Adolescents/Social and emotional issues and marginalized sub-groups; Non-suicidal self-injury and suicide intervention; School counseling preparation and professional advocacy

Dr. Corrine Sackett

Professor

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Interests: Supervision, experiences in counseling, therapeutic relationships, advocacy in counseling

Dr. David Scott

Associate Professor

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Interests: Clinical mental health counseling, at-risk youth, identity development, career counseling

Dr. Brooke Wymer

Clinical Associate Professor

bellis5@clemson.edu

Interests: Trauma-informed clinical supervision, improving child trauma treatment outcomes, holistic wellness, child abuse prevention

Registration and Payment for Courses

Students are encouraged to register for courses as soon registration opens. In rare instances, a course will be full. In those instances, the student should not complete the Closed Course Request provided via iROAR; instead, they should contact the instructor of record to see if they can be added to the course. The request log is primarily used with the undergraduate registration process. Students are also reminded that failure to pay fees by the University stated deadline may result in being dropped from courses.

Student Fees

Students can find information about tuition and fees on the [Student Financial Services](#) website. It is important to note that fee structures differ for full- and part-time students, and by campus location (main campus and UCG). This may impact your access to certain campus services.

Technology

The Counselor Education Program recognizes and embraces the growing use of technology in counselor preparation. Therefore, the students are expected to develop proficiencies in technological skills. By incorporating technology into training experience, students are exposed to current and developing trends in counseling and gain an understanding of potential impacts on the field. Technology will be used for communication, instructional methods, and student projects and presentations.

All students are automatically assigned a Clemson University email account and web space upon receiving their user ID and password. Your University email address is userid@clemson.edu. **As a student, you are required to use your Clemson email account**, since all pertinent information from the program and the University is communicated through this medium. You can access information about setting up your Clemson email account through the CCIT website.

Students are expected to have access to computer equipment and basic working knowledge of their computer system. Please refer to the [CCIT website](#) for the recommended computer system specifications and software or contact the Help Desk at 864-656-3494

Title IX (Sexual Harassment)

Title IX of the Education Amendments of 1972 (amending the Higher Education Act of 1965) is a federal gender equity law that prohibits discrimination based on sex in education programs and activities that receive federal funding. Sexual harassment, which includes sexual violence and other forms of nonconsensual sexual misconduct, is a form of sex discrimination and is prohibited under this law.

Clemson University is committed to creating and continuously fostering a caring community based on the core values of integrity, honesty and respect. Sexual discrimination, which includes sexual harassment, sexual violence, stalking and domestic and/or relationship violence, is unacceptable and has no place in Clemson's community. Consistent with its Title IX obligation, the University prohibits discrimination, including sexual and gender-based harassment and violence, in all its programs and activities, including academics, employment, athletics, and other extracurricular activities.

To locate information on the Title IX policy, visit <https://www.clemson.edu/dcir/title-ix/>.

Endorsement Policy

The Counselor Education programs are specifically and carefully designed to prepare graduates to enter work and professional settings. Further specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, any faculty endorsements can be given only for professional positions and position levels appropriate to the respective counseling program completed by the graduate.

Course Transfer Policy

This policy applies to (a) students who enter the Ph.D. program having already completed a course they believe to be the equivalent of a required program course, and (b) currently enrolled students who want to complete a course through another institution. For doctoral students, this policy is primarily applied to any co-requisite master's-level courses that may be required. Requesting transfer course credit means that the course credits will count toward the total degree credit hours, except in cases where transfer credits are used to meet co-requisites required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The following general guidelines apply:

- Must be a graduate-level course
- Must have been completed within 6 years of when the student plans to graduate from Clemson
- Must be completed through a CACREP-accredited counseling program
- Grade received must be no less than a B

- Per graduate school policy, a maximum of 12 credit hours of coursework can be approved for transfer credit

Students who have completed (or want to request to complete) coursework that meets the criteria above must follow the procedures below to request transfer course credit:

1. Prior to or during the student's first semester in the program (or prior to registering for a class at another institution while enrolled in the Ph.D. program at Clemson), the student submits a written request to their advisor. The request should (1) list the name and course number of the course to be considered for transfer credit as well as the semester/year and institution where the course was or will be completed, and (2) indicate the name and number of the required program course at Clemson that the student believes is the course equivalent.
2. Student signs and dates the written request.
3. Student attaches a syllabus from the transfer course, and if completed, an unofficial copy of a transcript showing completion of this course with a grade of B or better.
4. The student's advisor reviews the syllabus, seeking input from an instructor who currently teaches the equivalent course when needed, to determine whether the courses are equivalent and the transfer course meets relevant CACREP requirements.
5. The student's advisor signs the request, indicating approval or rejection.
6. The student's advisor makes copies of the final, signed request, giving one to the student and retaining the original. If the request is approved, the student must have an official graduate transcript that clearly identifies this course as completed, sent directly to the Graduate School.

Please note:

- The faculty reserve the right to request additional information (e.g., assignment descriptions, etc.) to help determine transfer credit.
- Transfer credit will only be approved for courses the counseling program faculty believe to be equivalent to a Clemson course in (a) content and (b) credit hours and in relation to the faculty's ability to assess acquisition of knowledge and/or skills related to associated CACREP standards.
- Currently enrolled students who wish to pursue transfer coursework are strongly encouraged to seek approval prior to enrolling in any course outside of Clemson (with the understanding that even if pre-approved, a final grade of B or higher must be achieved).

Academic Requirements

The Ph.D. in Counselor Education and Supervision consists of a minimum of 61 semester hours of graduate credit approved by the student's Advisory Committee and selected from courses typically numbered 8000 or above. Students admitted from a master's program that is not accredited by CACREP or who graduated from a CACREP-accredited master's program that was less than 60 hours may be required to complete co-requisites as part of their program of study. Any co-requisite courses are above and beyond the 61 semester hours of graduate credit required for the degree. Co-requisite courses may be taken concurrently within the program but must be completed before receipt

of the doctoral degree. Co-requisite courses may be taken at Clemson and up to 12 hours of co-requisite courses may be eligible for transfer credit from another CACREP-accredited entry-level program. Consult with your major advisor and program coordinator if you are considering transfer credits.

Curriculum

There are four areas of coursework in the Ph.D. program: Core courses (21 credit hours), Research (13 credit hours), Internships (9 credit hours), and Dissertation (18 credit hours).

Core Courses (21 credit hours)

EDC 9000– Professional Orientation and Leadership

EDC 9180 – Andragogy in Counselor Education

EDC 9200 – Counselor Supervision

EDC 9280 – Research in Counselor Education

EDC 9100 - Advanced Theories of Counseling and Psychotherapy

EDC 9350 - Advanced Group Counseling

EDC 9110 - Advanced Counseling Practice

Research Courses (13 credit hours)

EDF 9270 – Quantitative Research Designs and Statistics for Educational Contexts

EDF 9271 – Quantitative Research Designs and Statistics for Educational Contexts Lab (1 hour)

EDF 9790 – Qualitative Research in Education

Must take at least two advanced research courses. Examples include: EDF 9080, 9710, 9720, 9730, 9740, 9750, 9770, 9780 or 9810.

Internships (9 credit hours minimum)

EDC 9150 - Counselor Education Doctoral Internship

**The internship course will be completed a minimum of three times for an internship in counseling, teaching, and supervision.*

Dissertation Course (18 credit hours minimum)

EDF 9910 – Doctoral Dissertation Research

All students are required to complete a written and oral preliminary examination prior to beginning work on their dissertations.

Course Sequence

The course sequence below is a prescribed sequence for full-time students and provides a guide for part-time students as to when doctoral courses will be taught. Please note that the sequence of courses varies slightly depending on the year you begin the program (even or odd-year).

Odd-year Admit (e.g., 2027)

Term	Course / Requirement	Credits
Fall Year 1	EDC 9000 — Professional Orientation and Leadership	3
	EDC 9180 — Andragogy in Counselor Education	3
	EDC 9150 — Counselor Education Doctoral Internship (Counseling)	3
	EDF 9270 — Quantitative Research Designs and Statistics	3
	EDF 9271 – Quantitative Research Designs and Statistics Lab	1
Spring Year 1	EDF 9790 — Qualitative Research in Education	3
	EDC 9150 — Counselor Education Doctoral Internship (Teaching)	3
	Advanced Research Methods (Select 1)	3
	EDC 9110 — Advanced Counseling Practice	3
	EDC 9200 — Counselor Supervision	3
Fall Year 2	EDC 9280 — Research in Counselor Education	3
	EDC 9100 — Advanced Theories of Counseling and Psychotherapy	3
	EDC 9280 — Research in Counselor Education	3
	EDC 9150 — Counselor Education Doctoral Internship (Supervision)	3
	EDC 9110 — Advanced Counseling Practice	3
Spring Year 2	EDC 9350 — Advanced Group Counseling	3
	Advanced Research Methods (Select 1)	3
	Dissertation	9
	Dissertation	9

Even-year Admit (e.g., 2028)

Term	Course / Requirement	Credits
Fall Year 1	EDC 9000 — Professional Orientation and Leadership	3
	EDF 9270 — Quantitative Research Designs and Statistics	3
	EDF 9271 – Quantitative Research Designs and Statistics - Lab	1
	EDC 9150 — Counselor Education Doctoral Internship (Counseling)	3
	EDC 9100 — Advanced Theories of Counseling and Psychotherapy	3
Spring Year 1	EDF 9790 — Qualitative Research in Education	3
	EDC 9150 — Counselor Education Doctoral Internship (Teaching)	3
	EDC 9350 — Advanced Group Counseling	3
	EDC 9110 — Advanced Counseling Practice	3
	EDC 9200 — Counselor Supervision	3
Fall Year 2	Advanced Research Methods (Select 1)	3
	EDC 9180 — Andragogy in Counselor Education	3
	EDC 9150 — Counselor Education Doctoral Internship (Supervision)	3
	Research Methods (Select 1)	3
	EDC 9350 — Advanced Group Counseling	3
Spring Year 2	Advanced Research Methods (Select 1)	3
	Dissertation	9

Program total listed: 61 credit hours

Advanced research requirement

Must take at least two advanced research courses. Examples include: EDF 9080, EDF 9710, EDF 9720, EDF 9730, EDF 9740, EDF 9750, EDF 9770, EDF 9780, or EDF 9810.

Timeline

Students may attend full-time or part-time and their pathways may vary. Therefore, there is no 'standard' timeline for the program. However, most students complete the program in 3-5 years. For full-time students, the curriculum is set up for four semesters of academic coursework, followed by one year of dissertation, allowing students to graduate in three years. Part-time students will work with the program coordinator and their major advisor to develop a plan of study based on their circumstances.

There is no requirement for continuous enrollment. If a student wishes to withdraw from their graduate program for any reason, no paperwork is required by the Graduate School. We encourage students to notify their advisor and/or program coordinator of their decision to withdraw. The student's account will be made inactive if there is no enrollment for one term (excluding the summer term). An inactive account prevents the student from registering for future classes. When the student wishes to return, they will need to complete the [Request for Re-Entrance form](https://www.clemson.edu/graduate/files/re_entrance_request.pdf) (https://www.clemson.edu/graduate/files/re_entrance_request.pdf).

All requirements for the doctoral degree must be completed within eight (8) years from the date a student first matriculates into a doctoral degree program at Clemson. The time limit applies to all doctoral programs on the Clemson campus. This clock does not stop for any time a student is not enrolled (e.g., if a student begins in Fall 2026, the 8-year time limit is reached in Fall 2034). In exceptional circumstances, a student may petition the Graduate School for additional time with the approval of the advisory committee. A student who exceeds the time limit without an extension can be dismissed from the Graduate School for failure to maintain adequate academic progress.

Sample Timeline

The sample timeline provided below is based on full-time studies. Part-time students will work with their Major Advisor to build a timeline to support program completion. Although the timing will differ for part-time students, all students will follow this sequence.

TIME	ACTION
1 st semester (Fall 1)	• Interview faculty for committee membership • Submit rank-ordered request for Major Advisor to Program Coordinator
2 nd semester (Spring 1)	• Work with Major Advisor to put together advisory committee

	Once advisory committee is established, work with Major Advisor to submit GS2, which becomes your contract for courses (A revised GS2 may be submitted later if there are changes to your courses or advisory committee).
4 th semester (Spring 2 or last semester of coursework for part-time students)	- Complete and submit the preliminary exam to advisory committee no later than the beginning of classes after Spring Break (or Fall Break if the last semester of studies is in the Fall) - Admission to candidacy form completed and submitted
5 th semester (Fall 3)	- Dissertation proposal defense - Complete IRB (timing dependent on dissertation format in consultation with Major Advisor).
6 th semester (Spring 3)	Dissertation defense

Co-Curricular Experiences

What makes doctoral studies unique is that you are preparing to do advanced-level work in the counseling profession, whether as an educator, supervisor, administrator, leader, or advanced practitioner. Accordingly, an important consideration throughout your doctoral studies is *what else* you will do outside of the classroom. In addition to the experiences you will gain through internships in counseling, teaching, and supervision, you will have numerous opportunities to co-teach, collaborate with faculty on writing and research, and pursue leadership roles at Clemson and within the counseling profession. Early and often, faculty will initiate discussions with you about your career goals. While these may (and likely will) evolve over the course of your studies, we initiate these conversations to encourage you to think about (a) “What you want to be when you grow up”, and (b) what opportunities we afford you to best position you to be successful in those endeavors.

One “truth” that many doctoral students (and faculty!) must figure out is that you can’t do it all. Not all opportunities are created equal, so discernment is important on your part to take advantage of the opportunities that best suit your career goals and aspirations.

Assistantships

Minimum Enrollment

To maintain a graduate assistantship, a student must be enrolled full-time (nine graduate credit hours) in each Fall and Spring semester. Students on 9-month assistantships are not required to enroll in summer courses.

Upper limits on academic loads related to hours of service per week are delineated in the Enrollment Limits: maximum credit hours chart, and both undergraduate and graduate credits are subject to this limit. The graduate school reserves the right to disallow a student not meeting these requirements to receive an assistantship. A graduate student who fails to maintain compliance with this policy may be considered for immediate termination of the assistantship or loss of future assistantships. Any GA

who needs to request a variance from these guidelines should contact the graduate school before the beginning of the semester to receive a waiver.

Performance and Good Standing

To remain eligible to continue receiving assistantship support, students must comply with all policies contained in the Graduate School Policies & Procedures Handbook and policies from the department/program awarding the assistantship. The student must maintain minimum enrollment levels, maintain at least a 3.0 GPA, make satisfactory progress toward their degree, perform at a high level in their assistantship duties, and follow all other expectations of conduct appropriate to a graduate student. Failure to comply with these expectations can result in loss of support and other sanctions outlined in the Graduate Policies and Procedures Handbook and the program handbook. Conduct, ethical, and integrity violations can lead to immediate termination of the assistantship and other sanctions outlined in the Graduate Policies and Procedures handbook.

Renewal of Assistantships

Graduate assistants have no right to continuing support beyond the term of a current appointment. Renewal of an assistantship can only occur when funds are available, and performance during the prior appointment has been reviewed and found acceptable. Where graduate assistants are not performing within acceptable standards, we encourage supervisors to communicate feedback to students in writing early and often during the appointment. As students often rely upon support from assistantships, it is ideal for communicating intent to renew or not to renew an assistantship as early as is practical.

Graduate assistantship appointments require that an annual assessment be completed before any appointment is renewed for the following year. There are several options for this requirement. The Graduate School posts two general evaluation forms plus a customizable template in the Faculty/Staff section of the website (CU login required), but if there is another assessment that the supervisor or program uses, or there is another type of evaluation more suitable for the appointment, it may be used in place of the generic examples we provide. The evaluations should be shared with the student and are maintained in departmental files.

Termination of Assistantships

Non-renewal of an assistantship refers to a situation in which a student completes an appointment and is not offered another. Termination of an assistantship refers to a situation where an assistantship is ended before the end of the appointment. Termination of an assistantship can have devastating and permanent consequences for a student. It should only be undertaken after clear feedback on deficiencies and attempts to assist the student in meeting expectations. Any terminated student can seek guidance from the University Ombuds Office, the Graduate School or file a grievance with the Graduate Academic Grievance Committee if there is clear evidence that the termination was unfair or that this policy was improperly followed. Termination of an assistantship is different than non-renewal.

Termination by student: Should a graduate student determine the need to terminate their assistantship appointment, they must consult with the assistantship supervisor as soon as possible — and if at all possible, at least two weeks before termination — to ensure a smooth transition in hiring a replacement graduate assistant. The notice of termination, prepared by the student, must be both

verbal and written. Withdrawing from the University (that is, withdrawing from all classes) will result in the termination of an assistantship. International students must consult with the appropriate offices relating to immigration/visa status if considering this option.

Termination for academic deficiency: An assistantship may be terminated for academic deficiency if a student drops below the minimum credit hour requirement (nine per semester or three per summer session) or for failure to meet other academic requirements as described under Academic probation. Any student placed on probation will be at risk of losing their assistantship. Students may lose their assistantship without being dismissed from the University. Departments desiring to terminate a graduate student's assistantship for academic deficiency must prepare a written notice of termination, provide the student with at least two weeks' notice, and submit the request to the Graduate School. The Graduate School reserves the right to terminate an assistantship or declare a student ineligible for future assistantship appointments where serious academic deficiencies are apparent.

Termination for failure to perform duties: If, in the opinion of the immediate supervisor of the graduate assistant, a student is not carrying out the defined and communicated assistantship duties satisfactorily, the supervisor must immediately provide feedback to the student and attempt to resolve the problem. Early and frequent feedback regarding clear and transparent expectations can help prevent more serious performance problems. All conversations and feedback must be documented and placed in the student's written record, with a copy provided to the student. The student must be provided at least two weeks to make improvements.

If the student's performance remains unsatisfactory, the supervisor must discuss the student's performance with the department chair or unit head for students in non-academic assistantships. The student must receive a written warning from the department chair (or designee) or unit head delivered through official Clemson University email detailing the nature of the problem. The student must be provided at least two weeks from the receipt of the written warning to make improvements. Offices/departments can add additional time, if needed, to allow the student to improve.

If, after the formal warning, the student fails to improve to reasonable standards, the department chair must give the student a written notice of termination. This letter of termination must be sent to the student through official Clemson University communications channels (i.e., official email) and must specify the date of termination and any requirements for vacating the position. At least two weeks must elapse between the receipt of the formal termination notification and the final day of employment (date of termination). The dean of the Graduate School must be notified of the termination and a copy of the formal termination letter sent to the Graduate School. Notices of termination will be retained in the student's file in accordance with state employment policies.

Termination for cause: An assistantship may be terminated for other serious violations of Clemson community norms and values, including violations of the Student Code of Conduct and/or Academic Integrity Policy. Allegations regarding violations of this nature must be referred to the appropriate disciplinary body. If a student is unable to perform their duties because of violations such as these, their assistantship must be suspended pending completion of due process. A student suspended from their assistantship but ultimately found not guilty of the alleged violations must be reinstated in good standing and reimbursed for lost assistantship revenue.

Termination due to loss of external funding or financial exigency: A sudden or unexpected loss of funding from either an external funding source or (in very rare cases) a dramatic change to the University budget environment may result in the termination of an assistantship. While we work diligently to reduce the probability of this outcome, unexpected developments could require this step. An unexpected loss of external funding cannot be used to justify the termination of assistantships not directly funded by that project. Should the University receive notification that research funding will be discontinued, departments must notify the affected graduate students with as much advance notice as possible. If departments do not provide adequate notification to the research assistant, the department will be responsible for two weeks of stipend support for the student. Departments should make every effort to secure funding to enable affected students to continue throughout the current semester or term. With appropriate documentation, a department chair may request the dean of the Graduate School for an exception to the policy.

Financial Liability from Loss of Assistantship

A student's stipend payments will cease immediately upon the termination of their assistantship, regardless of the reason for termination. Any pay received erroneously in excess of the contracted amount or after the termination of the assistantship must be returned to Clemson University. If an assistantship is terminated, whether by the student or by the University, tuition and fees for the current term will be recalculated to the normal rates rather than the highly subsidized rate afforded to a student on an assistantship. The student will be responsible for the full balance once the bill is recalculated. If a student is found to have fraudulently received payments from an assistantship, the student may also be required to repay those funds.

Other Implications of Loss of Assistantship

If the student is an international student who is required to have an assistantship to maintain immigration status or a student required to maintain an assistantship for other reasons, the loss of the assistantship may change the student's ability to continue studies at Clemson University. Loss of an assistantship may also change the student's eligibility for certain forms of financial aid. It is the student's responsibility to understand these implications and work with appropriate offices where necessary.

Protections

Graduate students at Clemson are future colleagues and should be treated respectfully, befitting that status. Students are entitled to a workplace free from harassment and discrimination. If a student feels they have been subject to a hostile work environment, harassment, discrimination, abuse, or have any other concerns about their working and academic conditions, please contact the Office of Access, Compliance, and Education, Office of Human Resources, the dean of the Graduate School, or the Office of the Ombuds. For additional information, see the Office of Access, Compliance, and Education's Non-Discrimination and Anti-Harassment Policy.

Professional Organizations

Students are encouraged to join and to become active leaders in professional organizations or associations. One method to remain current in the profession is by participating in professional organizations (presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership). There are many benefits derived from membership in a professional organization. As a member of a professional organization, the student:

- Receives the most recent publications.
- Is entitled to reduced membership rates and reduced registration rates for professional meetings/workshops.
- Is eligible for such membership services as professional liability insurance, legal defense fund, and resource use.
- Has a method of direct involvement with activities and issues pertinent to the profession.
- Is affiliated with other professionals having interests and areas of similar expertise.
- Has a way to stay up to date in the knowledge, practices, and research findings in the field.

There are many professional organizations you might choose to join and your Program Coordinator, Major Advisor, and other counselor education faculty can help you consider your best fit professionally. Four options are listed below:

Chi Sigma Iota - Chi Upsilon Chapter

Clemson has an active local chapter of Chi Sigma Iota, (Chi Upsilon) an international honor society of counseling professionals and professionals-in-training dedicated to excellence in scholarship, research, and clinical practice. Students with a grade point average (GPA) of 3.5 or better on a 4.0 scale and who have completed at least nine hours of counseling courses are eligible for membership. Individuals interested in membership should contact the faculty advisor or the current president of the Chi Upsilon chapter. Faculty Advisors: Dr. Brooke Wymer and Dr. Jennifer Hall.

Association for Counselor Education and Supervision (ACES)

ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors. Members of ACES also have the option to join the Southern Association for Counselor Education and Supervision (SACES), which hosts a biannual conference.

American Counseling Association (ACA)

With approximately 60,000 members, the American Counseling Association (ACA) is the world's largest non-profit organization for professional counselors. Dedicated to the growth and enhancement of the

counseling profession, ACA offers many benefits and services. A discounted due rate is available to graduate students enrolled half time or more in a counseling program.

American School Counselor Association (ASCA)

With a membership of more than 18,000 school counseling professionals, American School Counselor Association (ASCA) focuses on providing professional development, enhancing school counseling programs and researching effective school counseling practices. ASCA's mission is to represent professional school counselors and to promote professionalism and ethical practices. A student membership rate is available.

Student Resources

Counseling and Psychological Services

CAPS is the University's only facility for personal counseling, psychological testing, outreach and consultation. Staff members provide a variety of services to a diverse student population that range from individual psychotherapy to assessing students for learning disorders. Presenting problems range from mild personal difficulties to acute psychiatric conditions and long-term dysfunctions. CAPS maintains a 24-hour on-call service, and staff members serve weeklong rotations.

Numerous counselors are also available in the community, and the faculty are happy to make referrals.

Michelin Career Center

The Michelin Career Center offers assistance with resume, curriculum vitae, and cover letter preparation, interviewing skills, and job search processes.

Student Accessibility Services

Student Accessibility Services coordinates the provision of accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional. All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment. Clemson recognizes a student with a disability as anyone who has a physical or mental impairment that substantially limits one or more major life activity.

Student Health Services

Redfern Health Center has more than 60 health care professionals who provide medical, psychological, and wellness services to a diverse student population. The goal is to help students stay healthy so they can focus on and succeed in their academic endeavors. We emphasize maintaining good health through education and prevention, in addition to offering treatment of illness, injury or psychological concerns.

Advisors and Advisory Committee

Initial Advisor

Upon acceptance into the program, the Program Coordinator will be automatically assigned as the initial advisor for all doctoral students in their first semester of study.

Major Advisor

All students take EDC 9000 (Professional Orientation and Leadership) in their first semester of study. As one requirement for that course, all students in the class will interview (as a group) each individual counseling faculty member. Tenured and tenure-track faculty members can serve as Major Advisors (sometimes called a Chair) and as committee members. Clinical faculty can serve as committee members. By the last day of class in EDC 9000, students should submit to the Program Coordinator via email a rank-ordered list of 3 faculty they would prefer to have as their Major Advisor, along with a narrative rationale for their choices. Program faculty will then meet to discuss these requests, with every effort to support student preferences, while also balancing faculty dissertation workload. Students will be notified at the beginning of the Spring term as to whom will serve as their Major Advisor.

Advisory/Dissertation Committee

Once your Major Advisor has been identified, you will meet with them to discuss the composition of your Advisory/Dissertation committee. This committee will approve your GS2, administer your preliminary exam, attend and provide feedback on your dissertation proposal and final defense, and initiate the recommendation for awarding the degree. The Major Advisor will serve as the chair of the Advisory Committee.

The Advisory Committee must be composed of at a minimum of three faculty members, with a recommended committee size of 3-4 depending on the student's needs. The majority of the Advisory Committee (majority here considered to be 50% of the committee), including the major advisor, must be composed of full-time graduate Clemson University faculty from Counselor Education. Major Advisors and students will discuss needs for the committee, including content and methodological/statistics expertise. At least one member of the committee should hold an appointment outside the Clemson Counselor Education program unless an exception is granted by the Program Coordinator and Department Chair. This "external member" may be from another academic unit from Clemson or a content expert outside of the university. If an external who is outside of Clemson serves as one of the statutory (voting) members of the committee, they must be appointed to adjunct faculty status. All duly appointed committee members have full voting status on the outcomes of all examinations given by the committee. It is possible for co-chairs to direct the activities of the advisory committee. This is an atypical arrangement that must be made with the consent of the Dean of the Graduate School.

The tasks of the Advisory Committee include:

- Evaluating the student's curriculum plan (GS2 Plan of Study)
- Reviewing the preliminary written examination

- Administering the preliminary oral examination
- Administering the dissertation proposal defense
- Administering the final defense of the dissertation, giving final approval of the dissertation as appropriate, and initiating the recommendation to the Graduate School for awarding the Ph.D.

In addition to these tasks, the Major Advisor assumes the following responsibilities:

- Advising the student on the development of the curriculum plan (GS2 Plan of Study)
- Giving the student timely feedback on the dissertation proposal and the dissertation manuscript
- Supervising the preliminary examination process
- Supervising the dissertation proposal defense
- Supervising the final defense of the dissertation, giving final approval of the dissertation as appropriate, and initiating the recommendation to the Graduate School for awarding the Ph.D.

Doctoral students should meet with members of their Advisory Committee upon initial appointment and then at least once prior to the Preliminary exams to discuss program goals.

Plan of Study and Committee Selection Form (GS2)

Upon selecting your committee, you will complete the GS2 form. This will also list all the classes you anticipate taking. All classes listed on the GS2 must be completed before graduation. Prior to graduation, revisions to the degree curriculum may be needed and are subject to Advisory Committee and dean approvals. It may be necessary to change committee membership. In either case, you must submit a revised GS2. The GS2 form should be completed no later than the beginning of your fourth semester in the program.

Changing Major Advisors

There are many valid reasons why a student may want to change their major advisor, whether it is a change in dissertation topic or different working styles. However, to protect advisors' time and to support a timely completion for students, a change of major advisor may not take place once a student has passed their dissertation proposal defense. In other words, once a student has passed their dissertation proposal defense, they must remain working with their major advisor. Exceptions to this policy and timeline may be granted under exigent circumstances on a case-by-case basis in consultation with the Program Coordinator.

To change major advisors, it is suggested that the student and advisor discuss this choice, so everyone is informed and supportive of the decision. The student will then need to submit an updated GS2 form to make this change official.

External Committee Members

Certain non-employees may serve on the advisory committee. External individuals (e.g., tenure track faculty at other institutions, scholars employed in industry or other non-academic venues, etc.) who meet the Counselor Education standards for graduate faculty status and are active scholars in an area relevant to the dissertation may serve as a committee member pending approval of the Counselor Education faculty and department chair. External committee members may not serve as chair of the advisory committee. This process is started by the student sending a Curriculum Vitae and rationale for the external committee member to the Program Coordinator. This information will be

forwarded to the counseling faculty for evaluation, and the student will be notified if the external committee member is approved for service.

Assessment

Student Annual Review

Students will submit annual review forms to the Doctoral Program Coordinator and their Major Advisor (if chosen). The purpose of this task is to review your progress in the program and provide feedback. As faculty, we want to be sure you are receiving the support you need to be successful. You will be contacted each spring semester with more information concerning the review and deadline for submission.

Student Retention, Remediation, and Dismissal Procedures

Professional Fitness Review and Retention

The Code of Ethics and Standards of Practice of the American Counseling Association (2026) states (that counselor educators support students in securing remedial assistance when needed, seek professional consultation and document decisions to refer students for assistance or dismiss from the program, and ensure that students have due process according to institutional policies and procedures.

Per these expectations, the counselor education faculty will review students in the Counselor Education Program on a regular basis and evaluate students' readiness to progress in the program across three components: academic standing, academic integrity, and professional standards. The specific criteria used to evaluate students' retention and remediation for these three components are described below.

Academic Standing

- A minimum grade of C- (or P) must be earned for each course a student applies toward a degree.
- A cumulative B average (3.0 GPA) must be maintained in all graduate-level courses.
- A cumulative B average (3.0 GPA) must be maintained for all courses listed on the GS2 Plan of Study.
- Students unable to maintain a 3.0 GPA are ineligible for graduation and are placed on academic probation.
- Per the detailed policy below, students will remain on probation until an additional 9 credit hours have been attempted and a 3.0 cumulative GPA is achieved. Those unable to remove the probationary status are subject to academic dismissal.
- Withdrawal from a course while on probation will not be allowed.

Academic Integrity

Counselor education students are expected to adhere to Clemson's policies of academic integrity at all times as outlined in the Graduate Student Policies and Procedures Handbook. In the event of a violation of academic integrity, instructors and faculty members will assess the level of violation and implement a recommended guideline. Violations of academic integrity will also be factored into end-of-semester professional fitness review and are potentially treated as a violation of the American Counseling Association Code of Ethics.

Use of Artificial Intelligence (AI) Related to Academic Integrity

AI tools are being commonly utilized in academic and professional settings. The counselor education program welcomes the responsible use of AI as a tool on assignments. A helpful continuum of AI use is available in Appendix E for your review. Counselor education students are expected to review and adhere to Clemson's [AI guidelines](#) throughout the duration of their program – understanding the risks and benefits of AI. Students who choose to use AI (e.g., ChatGPT, Claude, Grammarly, CoPilot, Gemini) must do so in an ethical and responsible manner. AI **can never be an author** (aka “generative AI”) of any program-related material. Responsible uses of AI include:

- Idea generation and idea exploration
- Language improvement
- Interactive online search with LLM-enhanced search engines
- Literature classification
- Coding assistance

Please be aware that large language models have been trained using biased data and may provide biased and/or inaccurate results. You are responsible for ensuring that your work does not replicate the biases or factual errors of any resources you draw on, including information provided by generative AI tools. Students are responsible for ensuring transparency in the disclosure of the use of AI and the validity, originality, and integrity of the content of their submissions. The use of AI on any program-related assignments must include disclosure of the following in the body of your work and reference list: (a) the program utilized, (b) the version number, (c) how the tool was utilized (limited to responsible uses).

It is a violation of university policy to misrepresent work that you submit by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Using AI in any way other than the listed responsible uses, failure to disclose all uses of AI, and submitting incorrect information generated by AI may be deemed a violation of academic integrity and can be potentially treated as a violation of the American Counseling Association Code of Ethics.

To assist students, the counselor education faculty have implemented the following procedures into all course materials. Instructors may implement additional requirements into individual courses (details to be found in each class syllabus). The program level procedures include:

- Students must enable the document version history and provide it to course instructor upon request.
- Students must submit all assignments as Word documents; do not submit documents in Pages or PDF.
- If AI tools are used in the completion of an assignment, students must append a full-text transcript of the AI tool's contributions to your work along with the prompts used.

- Students may be requested by the instructor to attend an oral defense of material related to their assignment in question.

Students are also encouraged to review the National Board for Certified Counselors Ethical Principles of AI in Counseling.

Professional Standards

In addition to maintaining high scholastic standards, students enrolled in the counselor education program must develop skills necessary to work with individuals from diverse backgrounds. The faculty expect students to:

- Respect the dignity and worth of all individuals
- Demonstrate commitment to the fulfillment of human potential
- Understand educational and counseling processes
- Develop knowledge in the counseling program area
- Be knowledgeable about and demonstrate ethical competencies
- Demonstrate commitment to inquiry
- Display self-awareness
- Embrace advocacy dispositions

Further, counselor education students are expected to adhere to the codes of ethics of their respective professional associations (e.g., [American Counseling Association Code of Ethics](#), [American School Counselor Association Ethical Standards for School Counselors](#)).

In some instances, faculty may become concerned about a student's suitability for entry into their respective professional field even though the student may be evidencing satisfactory performance in academic course work (e.g., if a student's professional integrity, skill level, or professional development is deficient).

Examples of behaviors that may be evidence of professional impairment include, but are not limited to, the following:

- violation of professional standards or ethical codes;
- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;
- behaviors that can reasonably be predictive of poor future professional functioning, such as excessive lateness, or poor compliance with supervisory requirements;
- interpersonal behaviors and interpersonal functioning that impair one's professional functioning;
- inability to exercise sound clinical judgment; and
- poor interpersonal skills or pervasive interpersonal problems

Faculty concerns of these behaviors will be documented and reflected in the ongoing and end-of-semester evaluation.

Evaluating Overall Student Fitness and Performance: Ongoing and End of Semester

Ongoing Evaluation

Members of the counselor education faculty and course instructors (including adjunct faculty members) who interact with counselor education students are expected to consistently monitor students' academic standing, academic integrity, and professional performance and to address concerns as they arise. At any time during the semester when concerns are noted in relation to the academic standing, academic integrity, and professional standards described above, an effort will be made by the faculty member or instructor to identify the problem and to work out a solution with the student per the following process:

1. The faculty member or instructor initiates a meeting with the student to discuss their concerns, developing a plan to resolve the issue. The instructor may notify the student's advisor and/or the doctoral program coordinator.
2. If the issue is not resolved at the faculty member or instructor level, then the concerns of the faculty member or instructor are discussed among the counselor education faculty.
3. In the event the counselor education faculty deem the issue should remain a class-level issue, this information, including a plan, will be relayed to the student by the course instructor, advisor, program coordinator, and/or other appropriate individuals.
4. Following the faculty consultation, and in the event the issue is not resolved, the counselor education faculty may collectively decide to formally evaluate students' professional fitness, adhering to the procedures described in the following section (end-of-semester evaluation).

End-of-Semester Evaluation

Members of the counselor education faculty formally evaluate student fitness and performance at the end of each fall and spring semester by reviewing their academic and professional performance and jointly completing the Professional Fitness Review Form (available in this handbook). The faculty make judgments about the student's professional fitness and performance based on interactions with students both inside and outside of class, observations of students in simulated practice situations as well as in practicum and internship settings, and feedback from students' supervisors.

Through the Professional Fitness Review process, the counselor education faculty will recognize students who exceed program expectations and identify students who need additional support. Students will be notified when their evaluations are complete and they have access to their feedback. After the Professional Fitness Review that is conducted by faculty at the end of fall and spring semesters, the following procedures will be followed:

1. Student concerns identified during the meeting will be documented by the student's advisor, and a meeting will be scheduled to check in with the student;
2. Any faculty members or course instructors who identify concerns, but who have not yet discussed these with the student, will do so at this meeting.
3. If multiple instructors have concerns, a meeting with all relevant instructors and the student's advisor may be scheduled.
4. The faculty advisor initiates a meeting with the student to discuss their concerns, developing a written remediation plan if necessary;
5. The written remediation plan is shared with the student and signed by the student, the advisor, and the doctoral program coordinator. If the doctoral program coordinator is serving as the student's major advisor, the counselor education program director also will provide a signature.

6. The Major Advisor, in collaboration with the Doctoral Program Coordinator (and Counseling Program Coordinator if the Major Advisor and Doctoral Program Coordinator are the same person), will monitor subsequent progress in carrying out the remediation plan as discussed in the section, Remediation and Monitoring Plans
7. A student not satisfied with the decision can follow up with the [Graduate Student Academic Grievance Committee](#) as outlined in the Graduate Student Academic Grievance Process.

Counselor Education Professional Remediation Process

Monitoring and assessing status of remediation plan (i.e., successful completion, need for continued implementation, or move to dismissal) will occur regularly during the time parameters identified in the professional fitness review. The counselor education faculty is responsible for ensuring that only those students who continue to meet the counselor education program's academic and professional standards (e.g., evaluation of academic standing, academic integrity, and professional standards) are allowed to continue in the program, and they engage in efforts to remediate concerns as they arise.

If it is deemed that a student's professional fitness or performance is in question, the Major Professor and Doctoral Program Coordinator (and Counseling Program Director if the Major Professor and Doctoral Program Coordinator are the same person) may recommend to the full counseling faculty the following actions:

- A formal reprimand;
- Additional internships
- Personal mental health counseling (individual or group);
- Temporary leave of absence from the program;
- Additional academic coursework;
- Additional supervision;
- Formal probation;
- Voluntary withdrawal from the program; or
- Formal dismissal from the program.

Implementation of any of the above actions require a majority vote of the full counseling faculty.

Remediation and Monitoring Plans

These steps will be followed to monitor student progress toward completing remediation plans developed through the process described in the Ongoing Evaluation and End-of-Semester Sections:

1. The advisor will monitor the student's progress in meeting remediation plan requirements and will request a review meeting as needed and/or as specified in the remediation plan.
2. The counselor education faculty will review the student's progress and determine if the remediation plan requirements have been met;
3. The student will be invited to attend the review committee meeting to provide information regarding how they have completed the remediation plan requirements;
4. The student will be permitted to bring another person to the meeting for support, but the student must speak on their own behalf;
5. If the counselor education faculty determines that the remediation plan requirements have been met, the student will be permitted to move forward in their program with assistance from the advisor;

6. If the counselor education faculty determines that the remediation plan requirements have not been met, they will make a determination regarding further action, which could include the development of a second remediation plan or possible recommendation for dismissal from the program;
7. A student not satisfied with the decision can follow up with the [Graduate Student Academic Grievance Committee](#) as outlined in the Graduate School Policy Handbook.

Dismissal

In the event the student does not successfully complete the remediation plan, or in the event the student's difficulty supersedes the need to develop a plan, the faculty will recommend to the Department Chair that the student be dismissed from the program.

Counselor Education Professional Fitness Review

Evaluation Criteria: 1- Does not consistently meet; 2- Meets consistently; 3- Exceeds consistently

Professional Responsibility	
1.	The student relates to peers, professors, and others in an appropriate, professional manner (e.g., paying attention to others who are speaking and engaging in respectful interactions, including electronic communication).
2.	The student does not exploit or mislead other people in the context of professional relationships.
3.	The student appropriately applies legal and ethical standards.
4.	The student demonstrates commitment to helping clients discover their full potential.
5.	The student takes initiative and responsibility for their own learning.
6.	The student is aware of their own values, attitudes, beliefs, and behaviors, and avoids imposing values that are inconsistent with counseling/helping goals.
7.	The student is knowledgeable about the importance of advocacy in their program area.
8.	The student meets professional obligations in class and in the field (e.g., meeting deadlines, being on time, dressing appropriately, using technology appropriately, etc.).
Competence	
1.	The student takes responsibility for compensating for their deficiencies.
2.	The student provides only those services and applies only those techniques for which they are qualified by education, training, or experience.
3.	The student demonstrates appropriate affect in response to clients/students.
4.	The student is knowledgeable about education and counseling processes.
5.	The student demonstrates competence in the use of counseling skills.
Comportment	
1.	The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.
2.	The student demonstrates honesty and fairness both personally and professionally.
3.	The student is aware of their own belief systems, values, and limitations.
4.	The student is able to receive, integrate, and utilize feedback from peers, instructors, and supervisors
Integrity	

1. The student does not make statements that are false, misleading, or deceptive.
2. The student respects the fundamental rights, dignity, and worth of all people.
3. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination
4. The student respects cultural, individual, and role differences, including those related to age, gender, color, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, socioeconomic status, veteran's status, or genetic information.
5. The student behaves in accordance with the Counselor Education Program's accepted code(s) of ethics/standards of practice.

Trauma-Informed Community

Thanks to scholarly efforts over the past 25-30 years, including a series of studies on Adverse Childhood Experiences (ACEs) beginning in the late 1990s, we understand far more about the ubiquitous nature of trauma and its sequelae. From this, a common-sense approach to life in our community is to start with the assumption that many of us have experienced ACEs that, in some instances, translated to trauma. Some in our community may have extensive trauma histories, in some cases this being a function of one or more marginalized identities. While the effects of trauma can be far reaching and a discussion of these effects is beyond the scope of this document, it is critical that we gather in community in a climate that is both trauma-informed and trauma-sensitive.

One critical area in which this emerges in communities like ours is understanding the difference between *intent* and *impact*. For example, suppose you say something and another student shares with you that your statement was hurtful to them. Can you stay open to the possibility that there was some subconscious *intent* in your statement or that you were speaking from a “blind spot”, based on your lived experiences, of not knowing how this might have impacted others. In other cases, you may say something with a clear intent, but because of previous experiences of a peer or faculty member, they may hear it differently and your words may have negative impact. Defending your *intent* (which usually happens in a defensive manner) likely only leaves the other feeling even less safe. Honoring the *impact* of our words rather than defending *intent* leads to healthier individuals and community.

We all (and here we are most definitely talking about students *AND* faculty) make mistakes in our interpersonal interactions. While there are individuals in society who have malicious intent in their communication, this is rare and certainly even more so in our community of counselors. As such, the invitation is to begin with the assumption that the other spoke from a place of *not knowing* or *not seeing* rather than malice. That is, as best you can, do not automatically assume the worst. And, for those familiar with how the nervous system works, we can agree that this is “easier said than done”. Helping people grow in these spaces and places is at the heart of education, the very essence of why we are here together (rather than just sitting in a closet and reading books). *Responses* (i.e., “calling in”) to hurtful statements are a very necessary part of a healthy community. *Reactions* (i.e., “calling out”), on the other hand, can create toxicity and a lack of safety within the community. To be clear, difficult conversations are necessary for community to thrive and individuals to grow. So, the question is not *whether* to have the difficult conversations (by definition, as counselors, you do and must), but *how* to have them to optimize the success of all.

The ultimate question here is how we strive for social justice AND be trauma-informed and trauma-sensitive in that process. The intersection between the two is quite powerful and transformative.

Student Responsibilities Form

As a doctoral student in the Counselor Education program, I hereby certify that I have:

- Been informed about the student retention policy, including procedures for possible student remediation and/or dismissal from the program for reasons other than academic (i.e. grade point average).
- Been informed about the program's academic appeal policy.
- Been given information about appropriate professional organizations. Been informed where to find a copy of the American Counseling Association Code of Ethics and Standards of Practice or other appropriate professional standards of practice.

As I continue through the program, I will:

- Meet my Major Advisor prior during the first year in the program to plan my course of study.
- Obtain information about the type and level of skill acquisition required for successful completion of training.
- Participate in the training components that encourage self-growth or self-disclosure as part of the training process.
- Become knowledgeable about the type of supervision settings and requirements of the sites for required clinical field experiences.
- Obtain information about the student evaluation procedures.
- Become aware of where to receive up-to-date employment prospects for graduates.
- Meet with my advisor at least once each semester.
- Obtain professional liability insurance during field experiences.

Student Name _____ Date: _____

Student Signature _____

Preliminary Examination

The Preliminary Exam is a two-part opportunity for students to distill their research ideas. The first part of the exam is submission of a written document, followed by an oral examination by the committee.

PART 1: No later than the beginning of classes after Spring Break in the last semester of coursework (or Fall Break if you are a part-time student finishing coursework in the Fall), students should submit a 20–25-page manuscript (not including references) outlining their proposed dissertation study. The manuscript should be written and formatted according to the most recent edition of APA-style. Details of the written exam are provided in **Appendix A** of this handbook. Students may submit their preliminary exam earlier in their final semester of coursework and are encouraged to do so.

PART 2: With approval from the Advisory Committee, an oral examination may be scheduled. The oral examination may be in person or virtual depending on the location of committee members. The oral examination should be scheduled for two hours, though some committees may find they can complete the process in less time. Details of the oral exam are provided in **Appendix B** of this handbook.

Admission to Candidacy

Admission to the Graduate School does not qualify a student as a candidate for an advanced degree. Such candidacy depends upon the acceptance by the Graduate Dean of a written request for admission to candidacy. This request (GS5D Form) must be filed by the student's committee within the three weeks following successful completion of the Comprehensive Examination. Any student desiring admission to candidacy must have received full admission to the Graduate School, have a satisfactory academic standing, have on file with the Graduate School an approved graduate degree curriculum (GS2 Form), and have successfully completed the Preliminary Examination. Students are then approved to move forward to the dissertation phase of their program and are considered *doctoral candidates* rather than *doctoral students*.

Dissertation

Dissertation Formats

The Ph.D. program allows two different dissertation formats – the traditional Five-Chapter Style Dissertation (Introduction, Literature Review, Design, Results, and Discussion) and the Manuscript Style Dissertation. The required sections and proposal procedures for the Manuscript Style Dissertation are different from the Five-Chapter Style format and are described in greater detail in Appendices C and D.

Ph.D. Proposal Defense

Once the student has passed the Preliminary Exam, the Proposal Defense may be scheduled. Depending on whether the student is completing a Five-Chapter Style Dissertation (Appendix A) or Manuscript Style Dissertation (Appendix B), the requirements for the proposal defense will be different (please see the appendices).

The student will defend this plan orally to the advisory committee (and additional observers as approved by the committee) in a hybrid format. The advisory committee listens to and then discusses the proposal, and if a consensus is reached that the proposal passes a rigorous appraisal, the defense is passed, and the results (including committee feedback and signatures) form the contract for the dissertation research. If a consensus cannot be reached, the process must be repeated with significant changes at a later date.

Upon approval of the student's research plan, the GS-Approval of Thesis/Dissertation Research Proposal form is to be submitted to the college's Student Services to be forwarded to Enrolled Services.

IRB Approval

Ph.D. candidates may seek IRB approval for their dissertation research prior to their proposals if they are conducting a Manuscript Style Dissertation or if their advisor approves of an earlier submission date. Research should not commence for a Traditional five-chapter dissertation or to the two additional papers for a Manuscript Style Dissertation until a proposal has been successfully defended and any changes suggested by the committee have been submitted to the IRB office as an amendment. Ultimately, the Major Advisor serves as the Principal Investigator (PI) for the candidate's research. The steps in this process are key to Clemson's procedures assuring the ethical construction and trustworthiness of research protocols.

The Advisor serves as the first step, and the Advisory Committee serves as the second step in screening the design and methods of Ph.D. research for validity and ethical treatment of participants. The IRB is a third step in this process, not an initial one. Major Advisors must sign off on the IRB forms before transmitting them to Clemson's Office of Research Compliance. The Office of Research Compliance communicates through the Major Advisor, not the Ph.D. candidate.

In addition to the prerequisite of a successful proposal defense, the Office of Research Compliance has two other prerequisites:

- Research Certification (CITI Training) of the Ph.D. Candidate
- Research Certification (CITI Training) of the Major Advisor

Ph.D. Dissertation Defense

The dissertation defense is a public event for the transparent dissemination of knowledge. Dissertation defense dates are communicated within the College of Education and Clemson's Graduate School calendar. Ideally, throughout the program and process, the Major Advisor and Advisory Committee members have worked with the Ph.D. candidate in increasing knowledge dissemination and productivity through presentation of aspects of the student's research agenda at conferences and in preparing manuscripts. Such presentations serve as preparation for the public defense of the dissertation.

All members of the Advisory Committee and the student must agree to the defense date at least a month in advance. Students may not attempt to schedule their defenses without explicit permission from their Major Advisor. The Ph.D. candidate submits a final draft of the dissertation to the Doctoral Advisory Committee at least three weeks before the defense date. Committee members may request more than two weeks to review the dissertation. It is the responsibility of the student to determine the preferences of all Advisory Committee members. The candidate works with the administrative assistants in the College of Education to reserve a suitable location (conference room) for the defense. Once the date and location have been determined, the candidate contacts the Director of Graduate Services (or designee) in the College who will make a public announcement of the defense date and location and to alert the Graduate School. The defense date must also be published using the Graduate School's online process, and the defense must take place in a hybrid format. Generally, the agenda for the dissertation defense follows a similar format as the proposal defense. Candidates provide a brief presentation of their research studies from the theoretical contributions through design, data collection, analysis and results with a discussion of implications for research and

practice. Members of the Advisory Committee as well as other attendees may question the candidate about any aspect of the study. Note that students may not provide refreshments, snacks, gifts, or other inducements during the defense. The department may provide these if desired, if the student does not pay for them.

Successful completion of this examination and your dissertation will result in a recommendation (GS7D Form) by your Advisory Committee to the Graduate School that the Ph.D. degree be awarded. The Advisory Committee determines the next steps if the defense is unsuccessful. The consequences of failure may range from reconfiguration of the Advisory Committee to adding to the research protocol or to restarting the process from the proposal stage. Information about the dissertation manuscript submission process is available on the Graduate School's website.

Dissertation Publishing

Information pertaining to publishing, archiving, printing and publishing embargoes can be found in the Graduate School Handbook.

Note: In accordance with the Graduate School, all dissertations will be screened with iThenticate to check for potential plagiarism.

Issues Related to Academic Integrity

Self-Plagiarism (Aka Text-Recycling) Policy

Clemson University has a policy on plagiarism (<https://www.clemson.edu/graduate/academics/theses-dissertations/plagiarism.html>), which is defined as, “includes the copying of language, structure or ideas of another and attributing the work to one’s own efforts” (Clemson, 2022, para. 2) In the same policy, self-plagiarism is described as, “Directly quoting your own text from previous projects or papers without attribution” (para. 3).

The American Psychological Association (APA; 2020) has a slightly different interpretation: Self-plagiarism is described as “the presentation of your own previously published work as original...self-plagiarism deceives readers by making it appear that more information is available on a topic than really exists” (p. 256). However, it goes on to say that different universities may have different views on whether or not using previously turned-in work or building on that turned-in work may be permissible and suggest that students should discuss this with their advisors/instructors.

The Ph.D. in Counselor Education and Supervision program coursework is designed such that assignments will support you in considering research ideas and building on those ideas. Consequently, there may be cases in which it is appropriate to use previous coursework (in part) for newer assignments. In this case, we adapt the Text Recycling Research Project’s (<https://textrecycling.org/> ; TRRP) notion of ‘text recycling’:

Text recycling is the reuse of textual material (prose, visuals, or equations) in a new document where (1) the material in the new document is identical to that of the source (or substantively equivalent in both form and content), (2) the material is not presented in the new document as

a quotation (via quotation marks or block indentation), and (3) at least one author of the new document is also an author of the prior document. (TRRP, 2021, para. 1).

- TRRP describes three types of recycling: developmental, generative, and adaptive. In the Ph.D. program, you will most likely consider developmental text recycling. See the resources below for generative and adaptive recycling (which is for published work). TRRP defines this as “the reuse of material from unpublished documents. This is common in research and generally considered acceptable” (Hall et al., 2021, p. 2). TRRP has nine best practices for researchers to consider, such that one may recycle text ethically and appropriately, legally, and transparently. A few of these practices are particularly important for developmental text recycling:

- **Authors should recycle text where consistency of language is needed for accurate communication.** This might include a wonderful paragraph you wrote about your methods, or a well-crafted paragraph on your theoretical framework. The accuracy of the language is and you do not want to dilute meaning by rewording.
- **For *most* unpublished work authors hold copyright and thus can recycle from that work without legal restriction.** There are some exceptions, but until it's published, your work is yours. For example, material you write for your Preliminary Examination can be used verbatim in your dissertation.
- **Authors should be transparent with editors [or in this case, advisors/instructors].** Many issues can be avoided with clear communication with your advisor/instructor about what you intend to recycle and why. (TRRP, 2021)

References for this section:

- American Psychological Association. (2020). Publication manual of the American Psychological Association 2020: the official guide to APA style (7th ed.). American Psychological Association.
- Clemson University. (2022). Plagiarism. <https://www.clemson.edu/graduate/students/theses-and-dissertations/plagiarism.html>
- Hall, S., Moskovitz, C. & Pemberton, M. (2021). Understanding text recycling: a guide for researchers. The Text Recycling Project. https://textrecycling.org/files/2021/06/Understanding-Text-Recycling_A-Guide-for-Researchers-V.1.pdf
- Text Recycling Research Project. (2021). Text recycling: TRRP best practices for researchers. https://textrecycling.org/files/2021/04/TRRP_Best-Practices-for-Researchers.pdf

Dissertations and Generative Artificial Intelligence (AI) Policy)

It is the expectation that doctoral candidates develop the skills required to independently, ethically, and effectively conduct their research and write their doctoral dissertation. For your dissertation work to be acceptable, you must do the following:

- Advance knowledge in your field by describing and illustrating how your research makes an original contribution
- Demonstrate your familiarity with your field by being able to synthesize and critique the relevant literature

- Exhibit mastery of research methods and their application to your research
- Craft and clearly communicate a complete account of your research endeavors
- Present (both written and orally) the results and analysis of your research
- Utilize literature strategically to support your claims and document your sources
- Situate your research within the broader field of counseling or counselor education
- Write in a manner consistent with the norms of your field and scholarly communication

Any use of technology or human assistance to circumvent the development and demonstration of these skills may be considered by the committee and the College of Education to be in breach of our expectations and will be treated as an academic integrity violation in accordance with Clemson University policies.

Further, any use of generative artificial intelligence (AI) MUST be discussed with your doctoral committee PRIOR to engaging in your dissertation process research and writing. It is recommended that you use Appendix E to guide your conversation with your committee members.

Any use of AI in your dissertation must be disclosed as part of the dissertation in BOTH of the following ways:

- The input should be discussed in the narrative and the output provided in an Appendix
- There must be a statement where disclosures would typically be in a publication using the template below.

Statement Template: During the preparation of this work the author used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, the author reviewed and edited the content as needed and takes full responsibility for the content of the publication.

Example: During the preparation of this work the author used *scite* to find literature to support arguments made in the literature review chapter. After using this tool, the author reviewed the literature to verify its support of the arguments and takes full responsibility for the content of this dissertation.

This policy is adapted from the University of Toronto's Student Guidelines for the Doctoral Thesis (<https://www.sgs.utoronto.ca/current-students/program-completion/producing-your-thesis/doctoral-thesis-guidelines/student-guidelines-for-the-doctoral-thesis/>), APA's How to Cite ChatGPT (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>), and Elsevier's AI disclosure policy (<https://www.sciencedirect.com/journal/journal-of-biotechnology/publish/guide-for-authors>).

Appendix A: Written Preliminary Exam

The written preliminary exam is an opportunity for the student to demonstrate their capacity to engage in independent research (i.e., the dissertation).

By the beginning of classes after Spring Break in the last semester of coursework, students should submit a 24-30 page manuscript (not including title page, abstract page, and references) outlining their proposed dissertation study. The committee will be asked to read only the first 30 pages of narrative so please do not go over the upper page limit.

The manuscript should be submitted via email to all members of the Advisory Committee and cc'ed to the student (for documentation) and the doctoral program coordinator. The committee will have two weeks to review the written document. If the student is deemed to at least minimally pass their written exam, an oral examination may be scheduled.

The manuscript should be written and formatted according to the most recent edition of APA-style. The manuscript must include the following components:

Title Page

- Summarizes the main idea of the paper in a concise title
- Identifies the actual constructs under investigation
- Byline includes the student's name and institutional affiliation
- Running head identifies key concept

Abstract

- Summary of the contents of the literature review
- A distilled and focused synopsis of the project
- Includes statement of researchable topic (i.e., your proposed dissertation study)
- Should not exceed 100 words

Introduction (2-3 pages)

- Introduces the topic of interest
- Piques the reader's interest in the topic
- Lays the broad foundation for the problem that leads to the eventual study
- Places the study within the larger context of the scholarly literature
- Reaches out to a specific audience (e.g., school counselors, clinical mental health counselors, counselor educators, supervisors)
- Concludes with a purpose statement. "The purpose statement should provide a specific and accurate synopsis of the overall purpose of the literature review" (Locke, Spirduso, & Silverman, 1987, p. 5)

Context for the Study: Literature Review and Theoretical Framework (10-12 pages)

- Provides a framework for establishing the importance of the study

- Relates a study to the larger, ongoing dialogue in the literature about a topic, filling in gaps, and extending prior studies. Demonstrates to the reader that you have a comprehensive grasp of the field and are aware of important recent substantive and methodological developments
- Specifies the theory or theories to be used as basis for the study
- Cites the main points emphasized in the theory and how it relates to the proposed study
- Supports exposition of the theory by presenting the empirical research on the theory, through ***integration and synthesis of the research rather than simply summarizing individual studies***
- Provides a visual representation of the theoretical framework by means of a diagram (if appropriate)
- Establishes the relationship between the theoretical propositions and the study
- Delineates the "jumping-off place" for your study. How will your study refine, revise, or extend what is now known?

Review of Related Studies (10-12 pages)

Once the theoretical framework has been explicated, a review of the empirical literature (qualitative and quantitative) should follow. This empirical review demonstrates to the reader that the student understands and has the capacity to critically evaluate the merits of research studies. All results should be reported from **primary** source documents (i.e., no secondary sources for the preliminary exam).

A *minimum* of eight research studies should be included in this section. Your review of each study should include:

- **Author(s) and Date**
- **Sample** - include strengths and limitations for that study
- **Research question(s) and/or purpose of the study**
- **Research design** – e.g., qualitative or quantitative? What type of design? Experimental or quasi-experimental? Cross-sectional or longitudinal?
- **Method** – do not summarize the method; instead, analyze whether it was sound and what limitations might influence confidence in the findings.
- **Results** – Discuss findings, particularly those relevant to your proposed study.
- **Interpretation** – Demonstrate that you can evaluate research. What does the study mean? What are the implications considering the limitations?
- **Relationship to other studies** – Integrate the results, interpretation and implications of the studies you have reviewed. What are the commonalities and discrepancies in the current knowledge?
- **Relationship to Proposed Study** – Reflect on how the research connects to your proposed study? How does your study improve existing research (i.e., does it rectify methodological flaws? Extend what we know by sampling a new population? Summarize individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature, remembering that space (length) denotes significance

Conclusion (approximately 2-3 pages)

- Summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction
- Evaluate the current "state of the field" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent for future exploration that were beyond the scope of this review.
- Provide some insight into the relationship between the central topic of the literature review and counseling or counselor education in general, i.e., why does this matter to our field?
- Identifying a gap in the literature and researchable question(s) that may be used as the basis for your dissertation.
- Provide a brief (1-2 paragraph) overview of how you plan to study the gap in the literature and researchable question(s) that you have identified.

References

- Include a complete list of references used in the document formatted in the most current version of APA-style

Appendix B: Oral Preliminary Exam

After submission of the written exam, the Major Advisor will email advisory committee members requesting feedback on the written exam. If there is feedback that the written exam is at least minimally a passing exam, the student may schedule the oral examination. If the written exam is given a failing grade by the Advisory Committee, the Major Advisor will meet with the student to provide this feedback; additional consultation by the student with the committee members raising the concerns may be warranted. The student may then revise and resubmit their written exam within two (2) weeks to restart the committee review process.

Oral exams can be face to face or remote, depending on the geographic location of committee members. The oral exam should be scheduled for two (2) hours, though committees will sometimes complete their work in less time. The format for the oral exam is as follows:

1. Welcome from the Major Advisor
2. Oral presentation from the student of 10-15 minutes in which they summarize the major points of their written examination, the gap(s) in the empirical literature, their research question(s), and the method they are considering
3. The remainder of the meeting will be a conversation among committee members and the student to show that the student can (a) demonstrate that they understand the current state of the research, including gaps in the literature, (b) articulate a clear argument for why their proposed study is relevant in the context of existing research, and (c) describe their proposed study.
4. When committee members agree that this conversation has reached a conclusion, the student will be asked to step out of the room (or into a breakout room if meeting remotely). The committee members will deliberate and reach consensus on a decision (Pass, Pass with Revisions, or Fail) for the oral exam. If the committee's decision is *Pass*, the student is admitted to candidacy and may begin work on their dissertation. If a decision of *Pass with Revisions* is rendered, the committee will stipulate the conditions for admission to candidacy (often this involves a re-write of a particular aspect of the written exam). A decision of *Fail* by the committee requires the student to resubmit their written exam in a subsequent semester.

Appendix C: Five-Chapter Dissertation

Dissertation Proposal

A general prospectus should be developed by the candidate and submitted to the major advisor for discussion. Once the topic and general plan have been agreed upon, the candidate develops the first three chapters of the dissertation: background, literature review, and method. However, the candidate also may need to enlist counsel from one or more members of the committee, especially related to design and analysis. After the first three chapters are developed, the student works with committee members to find an appropriate time for presentation of the dissertation proposal. The candidate may submit appropriate forms to the Institutional Review Board (IRB) to receive approval to conduct the investigation prior to the formal proposal with the Major Advisor's approval. Once the committee approves the proposal, the candidate should submit any changes via an amendment to the IRB. Once any amendments are approved by IRB and the Major Advisor agrees, the student may conduct the investigation.

Dissertation Manuscript

The dissertation should include five chapters: introduction (e.g., background, purpose, rationale, and potential significance), literature review, methodology, results, and discussion (e.g., summary and integration of results of current study as well as in relation to past research, implications for practice, limitations of the study, and future directions). Candidates are encouraged to write their dissertation with the idea that it may be developed into one or more potential manuscripts for submission to professional journals for publication.

- **Chapter 1:** Introduces the topic to your audience. It should describe the general background or context for the topic, the purpose of the study, research question(s), the rationale, and potential significance. Special terminology may be defined here.
- **Chapter 2:** Comprises a literature review relevant to the dissertation topic. Information should be synthesized and critiqued for the reader, and demonstrate knowledge of previous studies. Some literature reviews may be a narrative synthesis; others may be a meta-analysis. The critique is an important part of the literature review, and highlighting similarities and differences among studies is expected. There may be critique of substantive or methodological features of the studies, perhaps highlighting factors that have not been evaluated, differences in method or type of sample, and so forth. The literature review should demonstrate critical thinking and set the stage for how the dissertation study will add to the research base.
- **Chapter 3:** Describes the methodology used. This chapter provides the research question(s) and explains the overall design that is used to address the question(s). The plan for analysis is described as well. It is important to state and describe the research design and how it is appropriate for addressing the research question(s). You should also introduce the context of the research and the participants, noting how participants will be identified and recruited and how you know you have a sufficient number to address your research question(s). A positioning statement may also be important and appropriate depending upon your research approach. The remainder of the chapter should address your procedures for collecting and analyzing data: be specific about each data source and type, how it will be collected, which research question it will address, and how it will be organized and analyzed. A final section

should address issues of reliability, validity, and/or trustworthiness and legitimization (depending upon research approaches). Actual instruments should be included as appendices if appropriate.

- **Chapter 4:** Presents the results obtained from the investigation. In this chapter, describe the results of each analysis conducted using narrative and tables to describe the findings. Focus on the findings alone; save interpretation and discussion of the data for Chapter 5.
- **Chapter 5:** In this chapter, please discuss the findings in terms of how they address each stated research question. You may want to begin with an overview of the major findings and then use subheadings to address each question and how the findings provided some direction in understanding. You will want to expand on how your findings extend our understanding of the literature presented in Chapter 2 and how they may confirm or challenge theoretical views presented - or introduce new theoretical perspectives as needed. Discuss conclusions but refrain from overgeneralizing results; rather, specify any limitations to the study that might constrain the conclusions. Discuss the implications of the study for practice and specify directions for future research in this area.

Appendix D: Three Manuscript Dissertation

A manuscript-style or three-article dissertation is one that takes the form of three thematically linked papers plus an integrative introduction and conclusion. The integrative introduction is a narrative that explains how the papers collectively make progress on the same broad research questions but focus on those questions in different ways. Each of the three papers needs to be stand-alone in that they could be submitted independently for publication. The manuscript-style dissertation entails special preparation and comes with its own set of requirements. Students should decide as early as possible, in concert with their major advisor and committee if selected, whether to pursue the manuscript-style format.

The manuscript-style dissertation is not the ideal format for all students and is not suitable for all research topics. The manuscript-style dissertation is a useful alternative for students who intend to pursue academic careers and want to build a publication record. There must be coherence among the articles that make up the dissertation, and the rationale for grouping the three articles together must be clear. Students may find it difficult to manage their time between writing the dissertation and the publishing “revise and resubmit” cycle, so careful consideration of the time commitment is needed before undertaking this dissertation format. The manuscript-style option is as rigorous as the traditional dissertation.

Requirements

- The completion of a manuscript-style dissertation must be approved by the student’s advisory/dissertation committee. Ideally, this conversation should be undertaken with committee members early in the student’s graduate work.
- Each manuscript included in the manuscript-style dissertation must represent an original contribution to the field. The dissertation must contain a minimum of two empirical articles, each of which must be suitable for submission to refereed journals for publication. A third article could describe a relevant theoretical framework (e.g., propose a theoretical model pertinent to the students’ empirical papers), be a critical review of the literature (a systematic or integrated review) that is broader than the literature review provided for each article (i.e. a state of the field type of article), or take the form of an additional empirical article.
- Students must be first or sole authors on all articles. Students are responsible for developing and articulating the concept or idea for research, developing the proposal to pursue this idea, developing the research design, conducting research and analysis, writing the majority, if not all, of the manuscript, designing an intervention or assessment (if relevant), and interpreting results.
- Additional authors could be researchers who assisted in analyzing data or developing instruments or who provided the research project from which the dissertation was developed. A maximum of two articles may have co-authors.
- The journals to which the articles are being submitted must be approved by the dissertation committee. The committee should assist in choosing refereed research journals that represent high quality and offer a reasonable chance of publication success.

- A maximum of one article initiated or published prior to the proposal defense may be included. This article must represent work undertaken while the student is enrolled in the PhD program and be approved by the committee at the time of the student's proposal defense. This article must be connected to the theme or themes of the dissertation. Co-authors for this article must be identified and approved, including their relative roles and contributions, at the student's proposal defense. If a previously published article is approved by the committee, the student will be responsible for securing necessary permissions from the copyright holder and role confirmation signatures from other authors.
- The articles submitted for the defense must be of publishable quality. The student's dissertation committee decides whether the articles meet this standard.
- The dissertation must follow our field's formatting requirements (i.e., APA) and the same style guide must be used throughout the entirety of the dissertation, even if the journals to which you have submitted or plan to submit utilize different style guides. In the event of a discrepancy between style guides, the Graduate School's formatting standards will take precedence.

Dissertation Proposal

The dissertation proposal for the manuscript-style dissertation involves additional considerations and requirements. The written proposal should include a completed manuscript and two partially complete manuscripts (i.e., through methods). The proposal should be introduced by a 10 to 15-page introduction or integrative statement, describing the conceptual and theoretical linkages among all three manuscripts. Further, a timetable should be included that details the completion and planned submission of each paper to a peer-reviewed journal.

The proposal meeting typically presents the rationale and logic for each of the three papers. The Major Advisor and the advisory/dissertation committee will ultimately determine the details of the proposal defense.

A successful proposal defense entails:

- approval to conduct a manuscript-style dissertation instead of a traditional dissertation;
- approval of the existing manuscripts that will constitute part of the dissertation or approval of revisions to the existing manuscripts;
- approval of the proposed work for the final manuscript(s);
- review and approval of the student's principal authorship role on each of the manuscripts that comprise the dissertation.

Copyright Considerations and Requirements

The inclusion of any previously published articles or articles that have been accepted for publication requires permission from the copyright holder as required by US law. The sections not copyrighted by another party may be covered under the publication of the new manuscript. Up to one article may have been published before the defense. However, if so, the student must obtain copyright permission from the publishing journal to include the article in his or her dissertation. Doing so is required by U.S law.

Order of Required Manuscript Elements for the Three-Article Dissertation

The final dissertation manuscript must follow the Graduate School's formatting standards. Beyond those requirements, the three-article dissertation should include the following:

Prefatory Material

- Copyright Information: Please see the introductory information, above, regarding copyright concerns
- Abstract: The abstract should synthesize the three articles and the work as a whole.
- Acknowledgements and Dedication (Optional): Follow the same layout and format as for a traditional dissertation.
- Table of Contents: Each article included should be identified in the Table of Contents as a separate section by giving the complete title as it appears on each manuscript. Do not list subheadings that occur within the individual manuscripts (unless required by the Graduate School's formatting requirements). List subheadings from the introductory and summary sections.
- Lists of Tables and List of Figures (if applicable): List all tables and figures that appear within the entire document. Numbering of tables and figures will be dependent upon the chosen style and formatting guide for the document.

Main Body

Introduction

The introduction should explain why the previously published or publishable papers were chosen, including a substantive discussion of the relationship between the various articles and parts of the research that tie together the articles. The introduction should include a clear statement of the student's purpose or singular research hypothesis to be tested. It should provide necessary background information and a broad statement summarizing study findings. The minimum of three articles should form a cohesive body of work that supports themes that are expressed clearly in this introduction. The need for three articles should be clear and, as noted previously, must be approved by the advisory/dissertation committee. Minor tweaks of a work that would be more appropriately reported in just one or two articles is not permitted.

Chapter/Article 1

- Subsections (e.g., Introduction, Review of Literature, Method, Results, Conclusions)
- Article 1 Reference List
- Article 1 Appendices (if applicable)

Chapter/Article 2

- Subsections (e.g., Introduction, Review of Literature, Method, Results, Conclusions)
- Article 2 Reference List
- Article 2 Appendices (if applicable)

Chapter/Article 3

- Subsections (e.g., Introduction, Review of Literature, Method, Results, Conclusions)
- Article 3 Reference List
- Article 3 Appendices (if applicable)

Concluding Material

Overall Conclusion

State the conclusions for the dissertation as a whole. The conclusion should include a general discussion, applications, and ideas for future research that emerge from the three separate articles as well as from the dissertation as a whole.

References

All general references from the introduction, overall conclusion, and any supplementary sections should be included here and should conform to the same style and format as the articles.

Appendix E: Generative AI Continuum

This continuum was developed by the Doctoral Program Advisory Committee, led by Dr. Steph Dean of Science Education. This is not a rubric or checklist, but rather a way to engage in conversations with others about the usage of generative AI.

	<i>Little AI contribution</i> ☐ ----- ☐ <i>Large AI contribution</i>			
Mode of AI Usage	Tool	Assistant	Collaborator or Thought Partner	Co-Creator
Types of Contributions	Surface-level improvements without altering ideas or contributing new content.	Helps organize and refine your ideas but does not originate them.	Engages with your ideas, helping you think more critically, deeply, and creatively.	Generates substantial content and intellectual contributions; shapes both ideas and output.
Examples	Grammar Checker: Fixes syntax, spelling, punctuation Sample prompts: • “Fix grammar and punctuation in this paragraph.” • “Check for subject-verb agreement errors.” • “Correct any syntax issues without changing meaning.” Proofreader: Catches inconsistencies or small errors Sample prompts • “Proofread this for typos and	Structure and Organization: Arranges text to improve logical flow and clarity Sample prompts • “Reorganize this section to improve flow.” • “Put these paragraphs in a more logical order.” • “Create an outline based on this draft.” Rewriting and Refinement: Improves readability Sample prompts • “Rewrite this paragraph to be more concise.”	Brainstorming Partner: Generates and explores ideas with you Sample prompts • “What are some possible explanations for this finding?” • “What are a few angles I could take with this argument?” Critical Reviewer: Questions assumptions and identifies weaknesses Sample prompts • “What are the weaknesses in this	Content Generator: Produces extended text (like sections or drafts) Sample prompts • “Write a literature review on this topic.” • “Draft an introduction for my dissertation.” Framework Builder: Develops models or theories Sample prompts • “Develop a conceptual framework for this research question.” • “Propose a theoretical

	inconsistencies.” Clarity Editor: Improves readability without changing meaning Sample prompts • “Lightly polish this sentence.” • “Simplify this sentence slightly.” APA Formatter: Ensures citations and style guidelines are correct Sample prompts • “Is this APA citation correct?” • “Format this reference in APA 7.” • “Check consistency in my reference list.” Tables: Puts a list of data in tables (be careful of sharing anything identifiable or sensitive even within an enterprise account) Sample prompts • “Put [this data] into a table with ____ columns and	• “Improve the transitions between these paragraphs.” Summarizing: Condenses existing text Sample prompts • “Summarize this section in 3-4 sentences.” • “Turn these notes into a coherent paragraph.” Paraphrasing: Restates the same idea in different wording Sample prompts • “Rephrase this to avoid repetition.” • “Say this in a clearer way without changing meaning.”	paragraph’s claim?” • “Where might reviewers or committee members push back on this idea?” • “Given what [this journal] stipulates, provide me with areas of improvement for [this argument].” Conceptual Clarifier: Helps refine and sharpen abstract ideas Sample prompts • “Help me clarify what I mean by this concept.” • “Is this definition precise enough?” Gap Finder: Identifies missing pieces in arguments or literature Sample prompts • “What might I be missing in this literature review?” • “What gaps does my argument have here?”	model for this study.” Research Designer: Proposes studies, methods, or approaches Sample prompts • “Design a study to test this hypothesis.” • “Propose a methodology for this project.” Synthesizer: Integrates information into cohesive narratives Sample prompts • “Synthesize these sources into a cohesive argument.” • “Combine these ideas into a single framework.”
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	____ rows. Add a header row.” • “Generate an APA 7 Style table for reporting an ANOVA. Give me sample figures I can type over later. Provide this to me in a Word document.”			
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