

WESTERN MICHIGAN UNIVERSITY

**Doctor of Philosophy (Ph.D.)**

**in**

**Counselor Education**

CACREP Accredited Program

**Handbook**

*Department of Counselor Education and Counseling Psychology*

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## PREFACE

The *Doctoral Handbook* is designed to assist graduate students in effective planning as they progress through the doctoral program of Counselor Education, Department of Counselor Education and Counseling Psychology (CECP). The *Handbook* provides the reader with an overview of the Counselor Education Doctoral Program and specifies the opportunities, requirements, procedures, and policies related to this program. The provisions of this *Handbook* are not an irrevocable contract between the student and the University. As stated in the *Graduate Catalog*, "The University reserves the right to change any provision or requirement at any time within the student's attendance. The University further reserves the right to ask the student to withdraw for cause at any time." Please retain a copy of the *Handbook* issued in the year of doctoral program admission as it contains the policies and procedures under which the individualized program will be developed. When policies change, the advisor, the Doctoral Student Association, and the Departmental staff will have current revisions available for inclusion in the *Handbook*. Should you wish information beyond what is presented in this publication, contact your temporary advisor, your doctoral Committee Chairperson, or the Department Chairperson.

This handbook is based on the revised counselor education doctoral curriculum effective in 2004. This handbook applies to all counselor education doctoral students admitted fall 2004 or thereafter. This handbook also applies to current counselor education doctoral students who have formally selected the new curriculum for their program of study. Students currently enrolled in the counselor education doctoral program who are choosing to remain with the curriculum in place prior to 2004 follow the Counselor Education Doctoral Handbook published in October 2001.

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# DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY DOCTORATE IN COUNSELOR EDUCATION

## INTRODUCTION

The doctoral program in Counselor Education is designed to provide advanced-level preparation for counselors in various mental health and school settings as well as preparing counselors for the counselor education professorate in colleges and universities. Preparing counselors to work as counselor educators and supervisors is the programs highest priority. Doctoral students pursuing this degree are expected to demonstrate 1) a wide range of individual and group counseling skills; 2) a sound theoretical foundation in counseling; 3) teaching and supervision competencies; 4) advanced multicultural counseling skills; 5) research skills; 6) competencies associated with being an educational leader and 7) an understanding of academic program development, curriculum and administration. Students are expected to involve themselves in appropriate activities of the Department, College, University, and of relevant professional associations. The doctoral program in Counselor Education is not intended to meet the educational requirements of those who seek to be licensed psychologists. It assumes that applicants have or are about to complete their master's degree in counseling or a closely related field. Persons with a master's degree in a related field may be asked to complete additional courses equivalent to the 48 credit hour master's degree in counseling.

## BACKGROUND

Doctoral programs were initiated at Western in 1965. In 1968, the University awarded the first doctoral degrees in Counselor Education. In 1969, the Counseling and Personnel Unit was awarded Departmental status, and in 1971 the Departmental doctoral program was officially accredited by the North Central Association (NCA). In 1972, the National Council for the Accreditation of Teacher Education (NCATE) awarded full recognition to the program, and in 1983, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted accreditation to four doctoral options: (a) Community Agency Counseling, (b) Counselor Education and Supervision, (c) Pupil Personnel Services, and (d) Student Personnel Services in Higher Education. Western's doctoral program was the first in Michigan to be so recognized. In 1996, the curriculum for the doctoral program in Counselor Education was revised and reconfigured to include three doctoral options of counseling, Leadership and Student Affairs. However, in 2004 the curriculum was revised to align more with the 2001 CACREP standards. The doctoral core, research emphasis, and course requirements will be described in this handbook. **This handbook will use the name Counselor Education Doctorate (CED) in reference to the degree and CETC when referring to the Counselor Education Training Committee.**

The CETC is responsible for the doctoral program in Counselor Education. The faculty, through the CETC is responsible to the Department Chairperson and coordinates the doctoral program in Counselor Education.

## DOCTORAL PROGRAM OBJECTIVES

The faculty endorses the educational philosophy that motivated and committed students, with appropriate educational and employment backgrounds, can become effective practitioners

and leaders in the field. To achieve this end, graduates are expected to meet 14 minimum competency program objectives:

1. Competency to teach Counselor education courses.
2. Competency to teach and practice counseling supervision.
3. Competency to educate and counsel individuals and groups for the purpose of assisting them to achieve personal growth.
4. Competency to serve as a leader in educational and counseling settings.
5. Competency to conduct research and to utilize research findings in the examination of new ideas and achievements.
6. Competency in understanding and practicing with sensitivity to diversity issues.
7. Competency to serve as a consultant to individuals, groups, and organizations.
8. Competency to utilize the consulting skills of others.
9. Competency to practice in a manner consistent with a fundamental belief in the inherent worth of individuals and their capacity to grow, change, and learn.
10. Competency to practice within the guidelines established by the American Counseling Association's (ACA) and the Association of Counselor Education and Supervisors (ACES) Code of Ethics, as well as other related professional organizations' codes of ethics.
11. Competency to develop, articulate, and modify, as necessary, professional roles, functions, and commitments.
12. Competency to assess and evaluate the quality of one's work and to be accountable to consumer groups.
13. Competency to identify, select, and achieve professional goals which relate to life-long education.
14. Competency to exhibit sensitive and mature personal relationships which will enhance personal and professional interactions.

#### **DEPARTMENT STATEMENT ON DIVERSITY**

The Department of Counselor Education and Counseling Psychology recognizes the importance of addressing the needs of an increasingly diverse society. To that end the department strives to increase the educational opportunities of diverse student populations and to create an atmosphere where the values and concerns of diverse populations receive attention and respect. Issues of diversity are integrated into core courses and developed more fully through special topics courses.

## LICENSURE

The Counselor Education doctorate program is specifically designed to meet the State of Michigan Licensed Professional Counselor (LPC) licensure requirements exclusively.

## ADMISSION

Persons seeking admission into the CED program should request current admission information from both the University Office of Admissions and Orientation and from the Department of Counselor Education and Counseling Psychology. Applicants must submit these required materials: a completed application form, Graduate Record Examination scores (Verbal and Quantitative), official transcripts of all graduate and undergraduate work, and a \$40 fee. Applicants will also need to submit to the Department of Counselor Education and Counseling Psychology copies of all materials sent to the Office of Admissions and Orientation, three letters of recommendation, a résumé, a statement of intent, and an autobiography. Personal interviews are requested of applicants.

Persons interested in applying for graduate studies at WMU should carefully review the admission procedures presented in the current *Graduate Catalog*. General admission requirements include:

- A. An undergraduate degree from an accredited institution.
- B. A point-hour ratio of 3.00 for all completed graduate work. If fewer than 20 hours of graduate work has been completed, an overall point-hour ratio of 3.0 in undergraduate work is also required.
- C. A score in the appropriate range on the Graduate Record Examination Aptitude Test as defined by the WMU Graduate Studies Council.

In addition to meeting the general admission requirements of The Graduate College, applicants must also meet the following five Departmental and CETC requirements for admission:

1. The Department requires letters from three references. References may be consulted during the admissions process. Letters of reference should focus on the applicant's potential to successfully complete the academic expectations of the advanced degree program and should attest to the congruency of the applicant's educational and employment goals as they relate to Doctoral study in Counselor Education.
2. Evidence of appropriate background, objectives and communication skills demonstrated in a professional goals statement. It is appropriate for the applicant to include a clear statement summarizing educational and employment goals.
3. A resume of the applicant's relevant professional experience and leadership activities must also be submitted to the Department. A cover letter, highlighting employment and professional activities, may accompany the résumé.

4. Application for admission to the Ph.D. in Counselor Education.
5. An applicant will have completed a 48-hour CACREP-accredited master's (or equivalent) program to be admitted to the CED program. Conditional status may be granted to doctoral students who do not meet this standard.

### **Admission Application Deadlines**

Counselor Education doctoral students are admitted for the Fall Semester of each year. Admission materials must be complete and on file in the Counselor Education and Counseling Psychology Departmental Office prior to **February 1** for consideration for admission the following Fall Semester. Please note that this date is earlier than The Graduate College deadline.

### **Admission Review Procedures**

The Chair of the Counselor Education Training Committee (CETC) is responsible for reviewing admission files, circulating them to appropriate faculty for evaluation, and scheduling interviews. Applicants interview with CED faculty and students. Upon completion of the review, the CETC makes recommendations to accept or deny admission applications. These recommendations are forwarded to the Department Chairperson by the CETC Chair. The Department Chairperson is responsible for reviewing the recommendations of the CETC and forwarding admissions decisions to the applicants and The Graduate College.

### **Applicant Acceptance of Admission**

Applicants are offered admission for the Fall Semester only. Applicants who are offered admission must, within 30 days, notify the Department of their intent to matriculate. Applicants who fail to notify the Department of their intent to enroll within the specified time will be considered to have declined the Departmental offer, and the offer of admission to the CED program will be withdrawn.

### **Admission by Transfer From Other WMU Graduate Programs**

Students seeking to transfer to Counselor Education doctoral options from other WMU doctoral programs (including those in the Department of Counselor Education and Counseling Psychology) will be considered on the same basis as all other applicants seeking admission to the Counselor Education program. The applicant should contact The Graduate College to facilitate the appropriate transfer of The Graduate College file materials to the Counselor Education and Counseling Psychology Department. All other admission requirements and procedures previously described in this section of the *Doctoral Handbook* will apply.

## **DOCTORAL DEGREE REQUIREMENTS**

Students are expected to familiarize themselves with the *Graduate Catalog* in effect at the time of program admission. Students are bound by the policies and requirements stated in the *Graduate Catalog* in effect at the time of their admission. Students must accomplish the following steps within seven years to be awarded the doctoral degree (see Appendix I).

1. Admission to The Graduate College, and to the Department of Counselor Education and Counseling Psychology by acceptance into the Counselor Education doctoral option.
2. A doctoral committee must be selected and approved (see Appendix B).
3. Doctoral Applicancy status must be achieved (Appendix C).
4. A program of doctoral level course work must be developed, approved, and successfully completed (see Appendix D).
5. Comprehensive examinations must be passed.
6. Doctoral Candidacy status must be achieved (Appendix E).
7. Internship and/or field experiences must be developed and successfully completed.
8. The dissertation must be written and successfully defended.

In the following sections of the *Doctoral Handbook*, policies and procedures relevant to these eight broad requirements are explicated.

### **Continuous Enrollment Policy**

The Graduate College requires completion of all requirements for the doctoral degree within seven years by being continuously enrolled following admission. Continuously enrolled means taking classes, completing internships or enrolling for doctoral dissertation credit during Fall and Winter, or Winter plus Spring and Summer, or Spring and Summer plus Fall. Except for the residency requirement of full time study (two semesters of at least nine hours), there is no minimum number of credit hours for which a student must enroll.

### **Program of Study**

The Counselor Education doctoral program is based on the premise that research and practice are integrally related to one another and serve as the foundation for preparing future counselor educators and supervisors. Academic coursework and experiential components of the programs are designed to incorporate both scientist and practitioner aspects of education and training. Students who plan on pursuing academic careers are strongly advised to seek research and writing opportunities independent of their dissertation experience. Faculty members are involved in numerous research and writing projects which provide excellent opportunities for student involvement.

The CETC is responsible to the Department Chair for policies and procedures related to the doctoral program. This responsibility includes developing curriculum guidelines for the CED. Guidelines are presented to the Department Chairperson for appropriate administrative review and approval.

Curriculum guidelines developed by the CETC are based on doctoral degree requirements established by the College of Education and The Graduate College. Guidelines assist Doctoral

Committees and students in establishing individualized programs of study appropriate to individual needs and professional goals of the advanced graduate students. The CETC believes that a student's Doctoral Committee should have the major role in (a) assessing each student's background, (b) evaluating prior course work, and (c) determining an approved program of studies for the degree in Counselor Education.

The following section defines the approved curriculum guidelines for the doctoral program degree in Counselor Education. Academic coursework and experiential components of the programs are designed to incorporate both scientist and practitioner aspects of training.

The Department is not able to guarantee that students will be able to register for the specific courses and sections at the times and in the semesters/sessions desired. Students can best protect program planning by advanced registration and by maintaining contact with their advisor.

### **The Doctor of Philosophy in Counselor Education**

#### **I. Program of Studies for Counselor Education** (see Appendix D)

#### **Program Requirements**

All students enrolled in this doctoral program must complete the following requirements in addition to course work related to a particular specialty:

1. Doctoral Core (30 hrs.)
  - a. CECP 6810: Professional Seminar Counselor Education (3 hrs.)
  - b. CECP 6750: Advanced Counseling Theory and Practices (3 hrs.)
  - c. CECP 6910: Supervision in Counseling & Psychotherapy (3 hrs.)
  - d. CECP 6930: Doctoral Practicum: Clinical Supervision (4 hrs.)
  - e. CECP 6950: Doctoral Practicum in Counselor Education (4 hrs.)
  - f. CECP 6840: College Teaching in Counseling (3 hrs.)
  - g. CECP 6940: Vocational Development Theory (3 hrs.)
  - h. CECP 6820: Advanced Multicultural Counseling (3 hrs.)
  - i. CECP 7120: Internship in Counselor Education (4 hrs.)
  
2. Scientific Inquiry Core (27 hrs.)
  - a. Research Design and Analysis (6 hrs.)
  - b. Qualitative Research (3 hrs.)
  - c. Elective in Research Design, Data Analysis or Evaluation (3 hrs.)
  - d. Communication Skills Research Tool Competency
  - e. Dissertation Seminar (3 hrs.)
  - f. Doctoral Dissertation (12 hrs.)
  
3. Specialization (12 hrs.)

Courses focused around a theme or particular interest approved by the student's doctoral committee. These specializations may include, but are not limited to:

School Counseling  
Community Counseling  
College Counseling  
Marriage and Family

**Total Hours: 69**

**Questions regarding the doctoral program in Counselor Education should be sent to:**

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Professor and Chair  
Department of Counselor Education and Counseling Psychology  
3102 Sangren Hall  
Western Michigan University  
Kalamazoo, MI 49008  
(269) 387-5120  
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**Research Tools**

The Department of Counselor Education and Counseling Psychology has departmental-wide Research Tool requirements. All Counselor Education doctoral students are required to complete two Research Tools, one in the area of research design and analysis/evaluation and one in the area of communication/language skills in research. The specifics of the two research tools required of Counselor Education doctoral students are identified below.

**Research Tool #1: Research Design and Data Analysis/Evaluation**

This requirement is listed under the Scientific Inquiry Core of the Program.

**Research Tool #2: Communication/Language in Research**

Students are required to demonstrate competence in some form of language either to complete research with a specific population, to read literature in the language of origin, or to develop computer application skills. This tool may be satisfied by completing one of the following options:

1. Foreign Language: This competency is satisfied by demonstrating reading proficiency in a foreign language (excluding English) approved by the doctoral committee. To satisfy this competency, students may complete examinations of reading proficiency from the Department of Foreign Languages and Literatures or obtaining passing grades in a sequence of two courses of one foreign language (not English). The Department of Foreign Languages and Literatures typically offers courses in French, German, and Spanish languages. Students who want to demonstrate competencies in other foreign languages are responsible for locating experts acceptable to the doctoral committees to document students' reading competencies in these languages.

2. English Variant: This option is satisfied by demonstrating competence in (a) American Sign Language, or (b) Braille and Adaptive Computer Technology. To satisfy this competency, students may complete examinations from appropriate departments if possible or pass courses to develop these competencies (e.g., SPPA 597 Topics in Speech Pathology and Audiology, American Sign Language I and II; BLRH 591 Braille and Other Tactual Communication Systems; and BLRH 584 Computer Technology for Persons with Disabilities).

3. Computer Application: This option is satisfied by demonstrating competence in computer

applications. To satisfy this competency, students may: (a) submit a research report and accompanying computer-generated data which demonstrate competent data entry, data management, data analysis, and data interpretation; or (b) pass a minimum of one course to develop this competency.

If the computer application option is selected, students are responsible for locating experts acceptable to doctoral committees to document students' competencies based on the report and accompanying computer-generated data if necessary.

## **THE DOCTORAL COMMITTEE**

Following admission to the Department of Counselor Education and Counseling Psychology, students are informed that a designated faculty member will serve as temporary advisor. The temporary advisor will assist the student in preliminary course planning until the student becomes sufficiently familiar with Departmental faculty to request the appointment of a Doctoral Committee Chairperson.

### **Committee Chairperson Selection**

The selection of a Doctoral Committee Chairperson is one of the most important decisions a student will make because that faculty member and the student work closely together in planning and implementing the program of doctoral studies. The Counselor Education designated faculty are considered to have the expertise in the Counselor Education doctorate program and are eligible to serve as doctoral chairs. The request for the Doctoral Committee Chairperson may occur during the student's first semester of enrollment (see Appendix B).

### **Committee Selection**

As soon as practical, but prior to filing the Request for Doctoral Applicancy Status Form (Appendix C), the student and the Doctoral Committee Chairperson will request the appointment of a Doctoral Committee.

The *Graduate Catalog* specifies that the Doctoral Committee is to be comprised of at least (a) a Committee Chairperson from within the Department, (b) a faculty member from within the Department, and (c) one faculty member from outside the major department or unit. The Doctoral Committee Chair and Committee members must be members of the WMU Graduate Faculty. The Graduate Faculty is listed in the *Graduate Catalog*.

The request for the appointment of the Doctoral Committee (Appendix B) must be approved by the Department Chairperson, the Dean of the College of Education, and the Dean of The Graduate College. Letters of appointment are sent by the Dean of The Graduate College. The request form may be obtained from the Department Office.

The student is responsible for recommending Doctoral Committee members. It is expected that the student and the Doctoral Chairperson will consult and agree on this matter. Students must secure the faculty members' consent to serve on the Doctoral Committee. The Doctoral

Committee becomes official only after all faculty and administrative signatures have been secured and The Graduate College has notified the Committee members of their appointment.

### **Doctoral Committee Responsibilities**

The doctoral student's Committee is responsible for the 16 activities indicated below.

1. Approving the student's Program of Doctoral Studies (Appendix D). It is expected that the Committee will meet with the student as soon as practical for the purpose of discussing the student's professional goals and prior experiences in relation to the student's doctoral program and the proposed program of studies. The committee approves the final program of studies.
2. The Doctoral Committee Chairperson recommends the student for Doctoral Applicancy Status (*Graduate Catalog* and Appendix C).
3. Evaluating the student's readiness to take the doctoral comprehensive examinations.
4. Preparing, administering, reading, and evaluating the doctoral comprehensive examinations.
5. The Doctoral Committee Chairperson is responsible for reviewing the results of each section of the comprehensive examinations with the student. Should the student desire, he or she may discuss the evaluation of the various comprehensive examination sections with Doctoral Committee members.
6. The Doctoral Committee Chairperson informs the Counselor Education Doctoral Training Director and The Graduate College of successful completion of comprehensive examinations.
7. The Doctoral Committee informs the student of any academic difficulties and deficiencies that may be encountered during the graduate program. The Committee recommends to the student the steps which should be taken to overcome these difficulties and deficiencies.
8. The Committee approves the internship prospectus for planned internship experiences.
9. The Committee concurs with the Chairperson in recommending the student for Doctoral Candidacy Status (*Graduate Catalog* and Appendix E).
10. The Committee, and especially the Committee Chairperson, assists the student in defining a dissertation topic. It is expected that this process will be one which focuses on the student's research interests and capabilities.
11. The Committee approves the dissertation proposal. At the time of Committee approval of a dissertation proposal, the student and the Chairperson should review Committee membership. If a change in Committee membership appears necessary to assure proper guidance of the dissertation, that change may be requested by following the

procedure indicated in the *Handbook* section entitled, “Change of Doctoral Committee Chairperson and/or Membership.”

12. The Committee works with the student throughout the dissertation process although the primary responsibility for this activity resides with the student and the Committee Chairperson.
13. Each Committee member reads and evaluates the dissertation.
14. The Committee conducts and evaluates the oral defense of dissertation.
15. The Committee recommends the awarding of the doctoral degree.
16. The Doctoral Committee Chairperson is responsible for dating and initialing the original copy of the form “Confirmation of Completion of Doctoral Degree Requirements” (Appendix G) when the student completes each specified requirement. This form is available in the Departmental Office.

The doctoral student and the Committee Chairperson are expected to review the functioning of the Committee and its individual members. This review is initiated by the student and it should occur annually. The review process is characterized by the doctoral student sharing his or her perceptions regarding activities of the Committee. The Committee Chairperson is responsible for assisting the student with the appropriate review.

### **Change of Doctoral Committee Chairperson and/or Membership**

Changes in a Doctoral Committee membership are to be considered carefully and seriously before initiating action. Such changes are generally not entertained after Committee approval of the dissertation proposal.

However, if a doctoral student believes that a change in committee Chairperson and/or Committee membership would be appropriate, he or she indicates that decision to the Doctoral Committee Chairperson. The decision to request a change in Doctoral Committee membership is a student’s prerogative which may be exercised without jeopardizing the student’s status in the program.

Requests for Doctoral Committee changes are initiated using the same form as in formulating the Committee (Appendix B) and are subject to the same approval steps. Professional and academic courtesy require that the student inform outgoing Committee members prior to the submission of the form to the Department Chairperson for approval. The Department Chairperson will attach a statement to the form delineating the reasons for the Committee change. This statement will be utilized by The Graduate College in preparing correspondence which informs the outgoing and newly appointed Committee members of their status.

## DOCTORAL APPLICANCY

Students admitted into a Counselor Education Doctoral program with fewer than 20 hours of previous graduate study must request status as an applicant during the semester following completion of two full semesters of graduate work in the Counselor Education program or 20 hours of graduate work beyond those already accumulated at the time of admission, whichever is greater.

Students admitted into the program with more than 20 hours of graduate study must request status as an applicant during the semester following completion of one full semester of graduate work in the program or 40 semester hours of graduate work, which ever comes first.

Criteria for being awarded status as an applicant include are specified on Appendix C. At the time the program of studies is approved by the student's Doctoral Committee, the Doctoral Committee Chairperson recommends applicancy status to the Counselor Education Training Committee. This Committee acts to approve applicancy status to the Department Chairperson.

## DOCTORAL COMPREHENSIVE EXAMINATION

The doctoral student may request to take the comprehensive examination near the completion of formal course work excluding dissertation and internship hours. Three components, taken in sequence, comprise the comprehensive examination. Request for variations from the doctoral comprehensive examination format must be made in writing prior to beginning the examination process. The Doctoral Committee approves requests to take the Examination, as well as any requests for variations.

A majority vote of the Doctoral Committee is needed to evaluate (pass/fail) a component of the comprehensive examination. All three components must be evaluated Pass by the Doctoral Committee in order to successfully complete the comprehensive examination.

Students who fail any of the designated examinations on their first attempt will be granted an opportunity for re-examination. Examination questions and procedures for the second attempt of Component 1 (Scholarly Inquiry) and Component 2 (Topical Inquiry) will be the same as for the first attempt. The second attempt of Component 3 (Professional Work Sample) will be an assessment of the competency presented in the first attempt. Evaluation (pass/fail) of the second attempt will be by majority vote of the Doctoral Committee.

If a student fails on the second attempt at the Comprehensive Examination, the student may petition the Doctoral Committee for permission to make a third attempt. The Doctoral Committee may employ questions or procedures for the third attempt which differ from earlier attempts. Evaluation (pass/fail) of the third attempt will be by majority vote of the Doctoral Committee. Students who fail any of the designated examinations on their third attempt will be reviewed by the CETC which may recommend dismissal from the program.

### **Component #1: Scholarly Inquiry**

Component #1 focuses upon scholarly inquiry and communication. After consultation with and approval by the Doctoral Committee, students are required to prepare a research paper.

The research paper may present the results of a theoretical inquiry, an experimental study, or a critical review of literature or research on a topic that is related to the area of specialization. The merit of the project will be judged on the utilization of informational resources, analysis and synthesis of information from relevant literature and other sources, organization, critical evaluation of information resources, and the correct use of APA manuscript style.

A specific timetable is established for submission, scoring (Pass/Fail), and reporting results. Component #1 is passed when a majority of the Doctoral Committee members evaluate the paper "Pass."

### **Component #2: Topical Inquiry**

This component of the examination requires satisfactory responses, in written form, to a set of questions which require the student to demonstrate the ability to integrate and apply knowledge of Counselor Education and related educational areas pertinent to the student's area of specialization.

Students select, and submit for Doctoral Committee approval, 3 areas from the following 13 possibilities:

1. Theoretical foundations
2. Research and evaluation
3. Human assessment
4. Individual behavior
5. Group behavior
6. History and philosophy
7. Organizational behavior and administration
8. Ethics
9. Consultation
10. Multicultural Counseling and Psychology
11. Counseling/therapy
12. Career/vocational issues
13. Supervision

Component #2 is a take-home essay examination. The Doctoral Committee prepares one to three questions in each approved area, establishes a time table for completion, and evaluates all questions (Pass/Fail). Component #2 is passed when all questions are completed and a majority of the Committee records a "Pass" evaluation.

### **Component #3: Professional Work Sample**

Students are required to demonstrate their expertise and practitioner skills. The format for this component must be approved by the Doctoral Committee.

This examination is scheduled for a maximum of 3 hours and is evaluated Pass/Fail by the Doctoral Committee. Component #3 is passed when a majority of the Committee members evaluate the presentation and its defense "Pass."

## DOCTORAL INTERNSHIPS

*Internships represent a major learning investment for graduate students and should be carefully selected in consultation with the Doctoral Committee. Some students will find it appropriate to have their internship experiences in more than one professional setting. Any combination of semester/sessions may be used for engaging in internship activities as approved by the student's Doctoral Committee. One internship of 600 clock hours is the minimum requirement. Group Supervision with other students will be required on a regularly scheduled basis.*

### **Internship Expectations**

*Effective internships are characterized as:*

- Relating to the student's professional goals.*
- Requiring the student to function within the standard procedures of the organization.*
- Requiring the student to gradually assume increased and specified professional activities assigned by the on-site supervisor(s).*
- Requiring the student to participate in individual and group supervision.*
- Providing the student with appropriate practitioner role models.*
- Providing the student with opportunities to engage in a variety of professional responsibilities.*

### **Internship Prospectus**

*In planning the internship(s), students are expected to prepare and to obtain Doctoral Committee approval of a prospectus describing the internship experience. The prospectus for each proposed internship should state clearly:*

- A. A specification of goals for the internship.*
- B. A rationale for the selection of the internship and the relationship to the student's professional development.*
- C. A description of the means by which the student plans to achieve the internship goals. This includes specification of projects, activities, duties, and other professional responsibilities.*
- D. The name of the institution, organization, or agency in which the internship is to be completed.*
- E. The names, addresses, and phone numbers of the persons at the internship site who will*

*assign tasks and supervise the intern's performance.*

*F. The period of time to be spent in the internship, including start/finish dates, hours per week, and total clock hours of internship activity and supervision.*

### **Internship Registration and Evaluation**

*Students registering for an internship must complete the "Application for Permission to Elect" form (Appendix F). This form indicates the University faculty member sponsoring the student and the person who will provide internship on-site supervision.*

*It is expected that a periodic evaluation of the student's internship(s) will occur during the course of the internship. The evaluation by the on-site supervisor, the student's evaluation, and the faculty sponsor's overall judgment of the extent to which internship goals have been achieved will be the basis for the formal evaluation. At the close of the internship the student will request a letter of evaluation from the on-site supervisor. The student will also complete an evaluation of the internship site and supervisor to be returned to the Doctoral Chair and Counselor Education Training Director (Appendix H). The completion of the student's internship requirement shall be certified by the Doctoral Chair on a credit/no credit basis.*

### **Liability Insurance**

Students entering practicum, field, or internship experiences, or other specified courses are covered by a University liability policy. Verification of coverage under a University liability policy is available through the Business Services Office of WMU. Many students also have policies through professional organizations, which often offer reduced group rates for students.

## **DOCTORAL CANDIDACY**

A student who is an applicant for a doctoral degree must achieve candidacy status before the semester or session in which their dissertation is defended. Candidacy status is required by the student with the concurrence of the Doctoral Committee when the criteria specified on the form "Request for Doctoral Candidacy Status" have been met (Appendix E).

Procedures:

1. A student should present the completed form, "Request for Doctoral Candidacy Status," to the Doctoral Committee Chairperson.
2. The Doctoral Committee Chairperson reviews the application for compliance and forward the request to the CETC.
3. The CETC reviews the request and submits a recommendation to the Department Chairperson to approve or disapprove. The Department Chairperson then reviews the recommendation and forwards it to The Graduate College.

## THE DOCTORAL DISSERTATION

The doctoral dissertation process is one which serves as a culminating professional educational experience. It demands that the student demonstrate investigatory skills and the ability to conceptualize, propose, design, conduct, and write an original research study. The process requires a serious investment of time and energies and an ongoing, effective relationship with the Doctoral Committee Chairperson and Committee members.

The Department does not expect the student to be a “seasoned” researcher at the initial stage of the dissertation activity. The Department does expect that the student will develop research expertise during the dissertation process. The dissertation is a unique academic achievement in graduate study and it is expected that the dissertation and its defense will reflect the student’s best academic efforts.

The dissertation topic should reflect the student’s professional interests, and should be based upon evidence that the inquiry will enhance the profession. The selection of an appropriate topic is the student’s responsibility and is carried out in close consultation with the Doctoral Chair. Since the dissertation is an original piece of scholarly work which rests on intensive study of a particular problem, it is essential that the student select the topic only after extensive review of related research. If the dissertation research involves human subjects, approval must be obtained from the Human Subjects Institutional Review Board (HSIRB) before beginning the study.

### **Dissertation Proposal**

Following the identification of a realistic, manageable, and interesting dissertation topic, the student, in consultation with the Doctoral Chair, prepares a formal written counselor education dissertation proposal. In general, the proposal should include a rationale for selection of the topic, its background, a review of relevant literature, the proposed design of the study, and the proposed treatment of results. An acceptable dissertation proposal indicates the process which a student intends to go through from inception to conclusion. The Doctoral Committee must review and approve the proposal. At the point of proposal approval, the student, the Doctoral Chair, and Committee members must then define their respective functions and relationships during the dissertation process.

### **Style Guidelines**

The Graduate College has approved the writing style described in the most recent *Publication Manual of the American Psychological Association*. Where APA style is not specific, the dissertation is expected to meet the requirements listed in the *WMU Guidelines for the Preparation of Theses, Projects, and Dissertations*. Where conflicts exist between the two styles, the *WMU Guidelines for the Preparation of Theses, Projects, and Dissertations* requirements will prevail. Contact The Graduate College with questions about style requirements or go to [www.wmich.edu/grad/diss-support/index/html](http://www.wmich.edu/grad/diss-support/index/html).

### **Oral Defense of the Dissertation**

When the student and the Doctoral Committee Chairperson are in agreement that the dissertation research is completed and the manuscript content finalized, the oral defense will be

scheduled. The Graduate College requires 10 working days notice for scheduling the Doctoral Oral Exam (see Appendix I). A tentative schedule for the defense should be agreed upon prior to the time that the student files a Diploma Application. These application dates are specified in the *Graduate Catalog*. The oral defense must be scheduled to allow ample time to meet the submission requirements as published by The Graduate College (*WMU Guidelines for the Preparation of Theses, Projects, Dissertations*).

With approval from the Doctoral Committee Chairperson, the student is responsible for scheduling the oral defense with the expectation that the schedule will permit the attendance of all Committee members. The student is responsible for scheduling the meeting area to be utilized. The Committee Chairperson will provide suggestions as to an appropriate facility.

The Doctoral Chair and Committee members should receive a final copy of the manuscript in advance of the oral defense. The faculty usually desire at least 2 weeks to review written material, but individual faculty members have the prerogative to establish alternative dates. The manuscript, presented for review prior to the oral defense, should be complete and in the form which will ultimately be submitted to The Graduate College.

The oral defense is open to the University community. The student, the Committee Chairperson, and the Committee members will be in attendance. The Committee Chairperson will review the format of the oral defense with the graduate student prior to the meeting.

Following the oral defense, the Committee will meet and provide the student with a recommendation. The Committee has the option to: (a) recommend passage of the defense, (b) suggest remediation which must be completed prior to Committee approval, or (c) reject the defense. If the Committee recommends conditional approval, the student and the Committee Chairperson will meet to review content and stylistic changes recommended by the Committee. These changes must be finalized before the manuscript can be submitted to The Graduate College. It is therefore important that the oral defense be scheduled to allow for this review prior to meeting the deadline for submission of the manuscript to The Graduate College. If remediation is recommended, the Doctoral Chair and student will meet to establish a time-table for meeting Committee expectations. If the Committee rejects the dissertation, the student and the Committee Chairperson will meet to discuss the possibilities of content revision or alternate topic selection. The latter two recommendations generally require a revision in the anticipated graduation date.

The final activity of the Doctoral Committee is to sign three original copies of the Completion-Approval Form. The copies of the Completion-Approval Form are to be completed by the student in the same font as the dissertation.

### **Grading Policy—Dissertation**

In 1981, the University President approved the Graduate Studies Council policy related to the grading of dissertations. For each registration of dissertation (CECP 730) the student must file the form identified in Appendix F. (Students should be aware of The Graduate College policy regarding continuous enrollment.) A grade will be assigned at the end of the semester. The grade may be one of three options:

1. The grade of CR is assigned when the student has made satisfactory progress as determined by the dissertation advisor.
2. The grade of INC is assigned when the dissertation has not been completed. Grades of INC can be changed to CR when the work is completed. The INC merely specifies that this Incomplete is to be graded on the CR/NC system rather than the A-B-C system.
3. The grade of NC is assigned when the progress of the student has been unsatisfactory. Grades of NC cannot be changed at a later date.

Dissertations involve the completion twelve (12) credit hours. Consequently, registration for credits resulting in grades of NC will need to be repeated.

### **RETENTION POLICY**

Retention Policy for Graduate Students in the Department of  
Counselor Education and Counseling Psychology

Recommended by Faculty April 6, 2006

Approved by Department Chair and University Counsel May 26, 2006

- I. Scope: This policy applies to all students enrolled for academic credit in the Department of Counselor Education and Counseling Psychology.
- II. The Department of Counselor Education and Counseling Psychology has responsibility to the public and the appropriate national and state professional associations to evaluate student ability and willingness to meet academic standards set forth by the university, as well as standards of personal and professional conduct set forth in the university Student Code and the ethical standards associated with their field of practice (i.e., standards developed by the American Counseling Association, the American Psychological Association, the American Association for Marriage and Family Therapy, the American School Counselor Association, the National Association of Student Personnel Administrators, the American College Personnel Association, the Council on Rehabilitation Education, the Commission on Rehabilitation Counselor Certification, the American Society for Training and Development, the Society for Human Resource Management, and the International Society for Performance Improvement). Accordingly, students must abide by the standards set forth in the most recent versions of the ethical standards and professional codes of conduct associated with their field of practice. Students should be aware that portions of these standards require practitioners to prevent personal problems and conflicts from harming a client or interfering in effective treatment and stipulate that practitioners must practice within their bounds of competence.

Formal evaluation of student adherence to these standards will be conducted at least annually at a department faculty or training committee meeting. Student adherence to these standards will also be continuously monitored by program faculty (through, for example, courses, advising, or other professionally-related interactions). Should faculty become concerned about a particular student's conduct in the course of professional interactions, they should discuss their concern with the student, and complete a

Professional Conduct Concerns form. Copies of this form will be given to the student, the student's advisor, and placed in the student's department file. Depending upon the outcome of this initial discussion with the student, faculty may also present the concern at the annual review meeting and/or request time to discuss their concern at the next faculty, training committee, or unit meeting. Following discussion of a student's conduct during either the annual evaluation period, or as a result of continuous monitoring, the student will be provided an opportunity to present their perspective regarding the matter. Afterwards, the department faculty or training committee may make recommendations for further action, if any, to the department chair. Such recommendations may include, but are not limited to: taking no action, educational remediation within the department or formal referral through the department chair to the appropriate university conduct board or other university department, division, or process. The department chair will determine departmental remediation, if any, after considering faculty recommendations. Educational remediation within the department may include, when appropriate, assisting the student in identifying a more appropriate alternative career choice. University sanctions may include, but are not limited to: written warnings, reprimands, behavior contracts, probation, suspension and/or dismissal from the university.

This Policy does not operate to diminish or abridge a student's right under other applicable university policies or procedures. This policy does not operate to diminish or abridge the university's rights under other university policy, university procedure, or applicable law.

- III. Students must abide by the most current academic standards set forth by the Western Michigan University Graduate College. Policies and procedures are made available in college catalogs as well as other university documents. Students may request copies of these policies and procedures at any time.
- IV. Students must abide by the Western Michigan University Student Code and other applicable university policy.
- V. The department reserves the right to evaluate any special or unique circumstances or to modify this retention policy as needed.

## **FINANCIAL AID**

### **Graduate College Resources**

Financial assistance is available to admitted doctoral students in a variety of forms. Graduate appointees are awarded many University benefits and, depending on the type of appointment, may be required to fulfill a service requirement. The *Graduate Catalog* contains a full description of these appointments. Applications for the following five types of appointments are available at The Graduate College. The deadline for application is February 15th of each academic year.

1. Graduate College Fellowships are offered to recruit outstanding students entering graduate programs. These scholarships are non-renewable.

2. Thurgood Marshall Assistantships are awarded to students from minority groups on the basis of scholarship.
3. Doctoral Associateships are offered to outstanding doctoral students and require 20 hours of service per week from the student in The Department or related area. A minimum of six credit hours per semester or three credit hours per session is required.
4. Graduate Assistantships are provided in departments offering graduate programs. Part-time appointments are available. Application deadlines are established by each Department. Inquiries about graduate assistantships are sent directly to the department in which the student plans to concentrate study. A 20 hour per week service commitment is required.
5. WMU Dissertation Fellowships are available in open competition on the basis of superior scholarly achievement. Service-free stipends are provided to at least three full-time doctoral students who have completed their course work and have an accepted dissertation proposal.

The Graduate College has also established a Graduate Student Research Fund to encourage research by currently enrolled graduate students and to assist them in presenting their findings to professional groups. Early in the Fall Semester each year the Awards and Fellowships Committee (The Graduate College) establishes application deadlines and the required format for the proposals. Applications may be secured from The Graduate College.

### **Federal Financial Aid Programs**

WMU participates in various federally funded financial aid programs to assist students who demonstrate the required criteria. Due to the fact that eligibility and application procedures change frequently in accordance with federal legislation, graduate students are requested to consult the *Graduate Catalog* and the WMU Office of Financial Aid for current information.

### **Student Employment Referral Service**

Employment opportunities, both on and off campus, are available through the Student Employment Referral Service (WMU). Students are encouraged to contact this office directly.

*See our web page at <http://www.wmich.edu/coe/cecp> for more information about the university, department, program, and faculty listed in Appendix A.*

## Appendix A

### DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING OF PSYCHOLOGY WESTERN MICHIGAN UNIVERSITY Counselor Education Faculty

#### DEPARTMENT CHAIR

**PATRICK H. MUNLEY**, Ph.D. (University of Maryland). Professor. Licensed Professional Counselor, Licensed Psychologist. *Professional interests*: counseling, measurement and assessment, training, professional issues and ethics.

**CARLA R. ADKISON-BRADLEY**, Ph.D. (Kent State University). Professor. Licensed Professional Counselor. *Professional interests*: doctoral student preparation, faculty development, and counselor preparation.

**GARY H. BISCHOF**, Ph.D. (Purdue University). Associate Professor. Licensed Marriage and Family Therapist. *Professional interests*: marriage and family therapy, brief solution-oriented therapy, and collaboration between therapists and health care providers.

**STEPHEN E. CRAIG**, Ph.D. (University of North Texas). Assistant Professor & Coordinator of Community Counseling. Licensed Professional Counselor, Limited Licensed Psychologist-Doctoral. *Professional interests*: Adlerian psychology and its application to clinical supervision, contributing factors to child/adolescent social interest development, legal and ethical issues in counseling and theories of counseling.

**SUZANNE M. HEDSTROM**, Ed. D., NCC. (Northern Illinois University). Assistant Professor. Licensed Professional Counselor. *Professional interests*: professional issues and ethics, new counselor educators, university teaching, and school counseling.

**PHILLIP D. JOHNSON**, Ph.D. (New York University). Assistant Professor and Coordinator of College Counseling. Licensed Professional Counselor. *Professional interests*: Humanistic theory and the African American experience, oppression and liberation, spiritual transformation, and philosophical approaches to psychology and psychotherapy.

**JERRY E. McLAUGHLIN**, Ph.D. (Western Michigan University). Assistant Professor. Licensed Professional Counselor. *Professional interests*: counseling training and professional development, counseling theory and practice, and instructional effectiveness.

**SHEILA WITHERSPOON**, Ph.D. (University of South Carolina). Assistant Professor and Coordinator of School Counseling. *Professional interests*: Black male issues in school counseling, career development of African American males, technology in Counselor Education, and counseling and school advocacy.

**Appendix B  
College of Education  
Western Michigan University**

**NOTIFICATION OF APPOINTMENT TO A  
DISSERTATION, PROJECT, OR THESIS COMMITTEE**

DEPARTMENT: \_\_\_\_\_ DEGREE: \_\_\_\_\_

STUDENT: \_\_\_\_\_ S.S. # \_\_\_\_\_

Check one:  Initial appointment  Revised appointment (attach rationale for request)

PROPOSED COMMITTEE MEMBERS (type names; **all members must initial**):

Major Advisor: \_\_\_\_\_

Member: \_\_\_\_\_

Member: \_\_\_\_\_

Member: \_\_\_\_\_

Non-departmental Member: \_\_\_\_\_

WORKING TITLE OF STUDY: \_\_\_\_\_

DESCRIPTION OF RESEARCH (or attach abstract of proposal):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|   |  |
|---|--|
| Chairperson, Department                                     | Date Requested   |
| Chair, Department Graduate Committee<br>(where such exists) | Dean/Assoc. Dean, College of Education<br>(required for dissertation only) |
| Dean, The Graduate College                                  | Date Approved  |

Approved Copies to:  
Student  
CE Training Director  
Major Advisor  
The Graduate College  
Department

**Committee must be appointed prior to final registration for 700, 720, or 730 credit.**

**Appendix C**

**Department of Counselor Education and Counseling Psychology  
Western Michigan University**

**REQUEST FOR DOCTORAL APPLICANCY STATUS**

Name \_\_\_\_\_ Date \_\_\_\_\_

Doctoral Committee

Chairperson \_\_\_\_\_ Program \_\_\_\_\_

Having completed the requirements listed below, and with the concurrence of my chairperson, I request approval for doctoral applicancy status.

\_\_\_\_\_ 1. Two full semesters of graduate work on campus of twenty semester hours beyond those accumulated at time of admission (for those students with less than twenty hours of graduate study at time of admission).

-or-

\_\_\_\_\_ 2. One full semester of graduate work on campus or forty semester hours of graduate work completed (for those students with more than twenty hours of graduate study at time of admission).

\_\_\_\_\_ 3. Overall grade point-hour ratio of 3.25 in all graduate work completed since admission to the Counselor Education Doctoral Program.

\_\_\_\_\_ 4. Appointment of a doctoral committee.

\_\_\_\_\_ 5. Recommended by the appropriate faculty committee, that the student be approved to continue study toward a doctoral degree.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Doctoral Committee Chair

\_\_\_\_\_  
Chair of Counselor Education Training Committee

\_\_\_\_\_  
Approval of Department Chairperson

Approved Copies to: Student, CE Training Director, Doctoral Chair, The Graduate College, Department

**Appendix D**

**Department of Counselor Education and Counseling Psychology  
Western Michigan University**

**PH.D. IN COUNSELOR EDUCATION  
PROGRAM OF STUDY**

Student \_\_\_\_\_ WIN# \_\_\_\_\_

Date of Admission \_\_\_\_\_ Chair \_\_\_\_\_

|   | Credit<br>Hours | Semester<br>Year | Grade |
|---|-----------------|------------------|-------|
| 1. PROFESSIONAL CORE (30 hours)                                       |                 |                  |       |
| CECP 681: Professional Seminar in Counselor Education (3)             | _____           | _____            | _____ |
| CECP 675: Advanced Counseling Theories and Practice (3)               | _____           | _____            | _____ |
| CECP 691 Supervision in Counseling and Psychotherapy (3)              | _____           | _____            | _____ |
| CECP 693: Doctoral Practicum: Clinical Supervision (4)                | _____           | _____            | _____ |
| CECP 695: Doctoral Practicum in Counselor Education (3)               | _____           | _____            | _____ |
| CECP 684: College Teaching in Counseling (3)                          | _____           | _____            | _____ |
| CECP 694: Vocational Development Theory (3)                           | _____           | _____            | _____ |
| CECP 687: Advanced Multicultural (3)                                  | _____           | _____            | _____ |
| CECP 712: Doctoral Internship in Counselor Education (4)              | _____           | _____            | _____ |
| 2. SCIENTIFIC INQUIRY CORE (27 hours)                                 |                 |                  |       |
| Quantitative Research Design and Data Analysis (6)<br>(EMR 645 & 655) |                 |                  |       |
| Courses selected: _____   | _____           | _____            | _____ |
| _____   | _____           | _____            | _____ |
| Qualitative Research (3)<br>(EMR 648)                                 |                 |                  |       |
| Course selected: _____  | _____           | _____            | _____ |
| Elective in Research Design, Data Analysis or Evaluation(3)           |                 |                  |       |

(EMR 647 Survey Research Design and Analysis,  
or EMR 642 Program Evaluation  
or EMR 651 Advanced Applications of Measurement Methods)

Course selected: \_\_\_\_\_

CECP 699 Dissertation Seminar (3) \_\_\_\_\_

CECP 730 Doctoral Dissertation (12) \_\_\_\_\_

COMMUNICATION/LANGUAGE IN RESEARCH COMPETENCY \_\_\_\_\_

3. SPECIALIZATION (12 hours)

Courses focused around a theme or particular interest  
Approved by student and advisory committee.

Courses selected: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Total: Minimum of 69 hours**

Total Hours: \_\_\_\_\_

\_\_\_\_\_  
Student

\_\_\_\_\_  
Doctoral Chair

\_\_\_\_\_  
Date

Distribution:  
Student  
Committee Members  
Director of Training,  
Counselor Education  
Department  
Graduate College

**Appendix E**

Department of Counselor Education and Counseling Psychology  
Western Michigan University  
Ph.D in Counselor Education  
REQUEST FOR DOCTORAL CANDIDACY STATUS

Name: \_\_\_\_\_

Doctoral Committee

Chairperson: \_\_\_\_\_

Date \_\_\_\_\_

With the completion of the requirements listed below, I request approval for doctoral candidacy status.

- \_\_\_\_\_ 1. An overall grade point-hour ratio of 3.00 in all graduate work completed since admission to the counselor education doctoral program.
- \_\_\_\_\_ 2. Completion of all basic course requirements.
- \_\_\_\_\_ 3. Completion of research sequence or equivalent.
- \_\_\_\_\_ 4. Graduate Program filed with Committee, Department and The Graduate College.
- \_\_\_\_\_ 5. Successful completion of comprehensive exams.
- \_\_\_\_\_ 6. Approval by Doctoral Committee of the dissertation proposal.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Doctoral Committee Chair

\_\_\_\_\_  
Chair of Counselor Education Training Committee

\_\_\_\_\_  
Department Chairperson

Distribution: Student, The Graduate College, Doctoral Advisor, CECP Department

**Appendix F**

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Western Michigan  
University

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Call Number \_\_\_\_\_

**Please encircle one course (use a separate form to elect each course):**

- \*700 Master's Thesis 6 hours
  - 710 Independent Research 2–6 hours
  - 712 Professional Field Experience 2–12 hours
  - \*720 Specialist Project 6 hours
  - 725 Doctoral Research Seminar 2–6 hours
  - \*730 Doctoral Dissertation 15 hours
  - 735 Doctoral Research 15 hours
- \*(These courses are subject to a continuous enrollment requirement.)**

**Please indicate your plan for enrolling in the course:**

1st Enrollment – Semester/Session \_\_\_\_\_ Year \_\_\_\_\_ Hours \_\_\_\_\_

2nd Enrollment – Semester/Session \_\_\_\_\_ Year \_\_\_\_\_ Hours \_\_\_\_\_

3rd Enrollment – Semester/Session \_\_\_\_\_ Year \_\_\_\_\_ Hours \_\_\_\_\_

Name \_\_\_\_\_

Social Security Number \_\_\_\_\_

Address \_\_\_\_\_

Department \_\_\_\_\_

Degree \_\_\_\_\_

Description of Study (including methodology, if research or description of field experience [including names of site and supervisor])

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*I understand that research involving human or animal subjects, recombinant DNA, chemical hazards, or radioactive material must have prior approval of the research proposal by the appropriate University review body, thus assuring compliance with the regulations of the protection of such subjects or for the use of such materials. (See the reverse side of this form for specific requirements.) In addition, I understand that The Graduate College will not approve any master's thesis, specialist project, or doctoral dissertation which does not comply with these requirements, and in that event no credit will be granted for the course.*

\_\_\_\_\_  
Signature of the Student

\_\_\_\_\_  
Signature of Faculty Member under whom  
study is to be completed

\_\_\_\_\_  
Signature of Department Chairperson  
Representative

\_\_\_\_\_  
Signature of The Graduate College  
(needed only for 700, 720, 730)

Distribution: Department Chairperson, Faculty Advisor, Student, \*Graduate College

**Appendix G**

**Western Michigan University  
Kalamazoo, MI 49008-5121**

**Ph.D. in Counselor Education**

**CONFIRMATION OF COMPLETION OF DOCTORAL DEGREE REQUIREMENTS**

For  
(Student Name)

WIN# \_\_\_\_\_

Date and initial the appropriate item:

- \_\_\_\_\_ 1. Admission to Department
- \_\_\_\_\_ 2. Members of the Doctoral Committee
  
- \_\_\_\_\_ 3. Program of Study approved
- \_\_\_\_\_ 4. Residence requirement completed \_\_\_\_\_ (Semesters & Sessions)
- \_\_\_\_\_ 5. Applicancy Status approved
- \_\_\_\_\_ 6. Comprehensive Examinations (Designate areas passed)  
No. 1 \_\_\_\_\_ No. 2 \_\_\_\_\_ No. 3 \_\_\_\_\_
- \_\_\_\_\_ 7. Dissertation proposal approved by the Committee  
Title: \_\_\_\_\_
  
- \_\_\_\_\_ 8. Internship completed
- \_\_\_\_\_ 9. Communication/language in Research Competency passed
- \_\_\_\_\_ 10. Candidacy status approved
- \_\_\_\_\_ 11. Dissertation accepted by Committee
- \_\_\_\_\_ 12. Oral Exam passed
- \_\_\_\_\_ 13. Recommend for degree

(Date degree conferred)

Distribution: The Department



## Appendix I

PLEASE TYPE

TO: The Graduate College

FROM:

DATE:

SUBJECT: Doctoral Oral Examination (An abstract is attached)

Please publicize the following information to the campus community.

Doctoral Oral Examination of

For the degree of

Program of study

Date

Time

Place

Dissertation Title

Chair –

Committee Members –