

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

CACREP Accredited Program

with options in

- *Counselor Education & Supervision*
- *Counseling & Leadership*
- *Student Affairs in Higher Education*



Doctoral Handbook

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 options identified as Counselor Education, Department of Counselor Education and Counseling Psychology (CECP). The *Handbook* provides the reader with an overview of Counselor Education's three doctoral options and specifies the opportunities, requirements, procedures, and policies related to these programs. 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.

It is the policy and commitment of Western Michigan University not to discriminate on the basis of race, sex, age, color, national origin, religion, or handicap in its educational programs, activities, admissions, or employment policies in accordance with Title IX of 1972 Education Amendments, Executive Order 11246 as amended, and section 504 of the Rehabilitation Act of 1973, and all other pertinent state and federal regulations.

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November 1998

DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY DOCTORAL OPTIONS IN COUNSELOR EDUCATION

Counselor Education and Supervision
Counseling and Leadership
Student Affairs in Higher Education

INTRODUCTION

The Doctor of Philosophy (Ph.D.) Degree in Counselor Education is designed to educate individuals for such professional positions as: (a) counselor educators, (b) directors of counseling services, (c) professional counselors, and (d) student affairs administrators. Graduates of the program are employed in a variety of settings including colleges, universities, schools, and public and private sector counseling service centers. The Departmental faculty (Appendix A) has committed its energies to the advanced education of qualified students who are dedicated to delivering effective educational and counseling programs, and who are prepared to fulfill professional leadership roles.

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, a doctoral core, research emphasis, and course requirements described in this handbook. **To reflect the distinctiveness of the three doctoral options within Counselor Education, the term Counseling, Leadership and Student Affairs (CLASA) was adopted. This handbook will use the name Counselor Education in reference to the degree and CLASA when referring to the Doctoral Training Committee.**

The doctoral program in Counselor Education is coordinated by the faculty through a training committee responsible to the Department Chairperson. The CLASA Training Committee is responsible for the doctoral options in Counselor Education (Counselor Education and Supervision, Counseling and Leadership, and Student Affairs in Higher Education).

PROGRAM PHILOSOPHY AND GOALS

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 12 minimum competency program goals:

1. Competency to educate and counsel individuals and groups for the purpose of assisting them to achieve personal growth.
2. Competency to serve as an administrator and leader in educational and counseling settings.
3. Competency to conduct research and to utilize research findings in the examination of new ideas and achievements.
4. Competency in understanding and practicing with sensitivity to diversity issues.
5. Competency to serve as a consultant to individuals, groups, and organizations.
6. Competency to utilize the consulting skills of others.
7. 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.
8. Competency to practice within the guidelines established by the American Counseling Association's (ACA) Code of Ethics, as well as other related professional organizations' codes of ethics.
9. Competency to develop, articulate, and modify, as necessary, professional roles, functions, and commitments.
10. Competency to assess and evaluate the quality of one's work and to be accountable to consumer groups.
11. Competency to identify, select, and achieve professional goals which relate to life-long education.
12. 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 and Supervision, and Counseling and Leadership options are designed to meet the State of Michigan Licensed Professional Counselor (LPC) licensure requirements exclusively. If students enrolled in the Student Affairs in Higher Education option wish to pursue licensure, they may also select coursework for eligibility as a Michigan LPC.

ADMISSION

Persons seeking admission into a Counselor Education option 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 \$25 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 resumé, a statement of intent, and an autobiography. Personal interviews are requested of applicants.

Persons interested in applying for graduate studies at Western Michigan University 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 3.25 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 CLASA 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 the Department and program option description.
2. Evidence of appropriate background, objectives and communication skills demonstrated in an autobiographical statement. It is appropriate for the applicant to include a clear statement summarizing educational and employment goals.
3. A resumé 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 resumé.
4. A Statement of Intent—Doctoral Applicant (Appendix B) is also required.
5. Typically, an applicant will have completed a 48-hour CACREP-accredited master's (or equivalent) program to be admitted to the CLASA 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 CLASA Training Committee is responsible for reviewing admission files, circulating them to appropriate faculty for evaluation, and scheduling interviews. Applicants interview with three to five CLASA faculty and students. Upon completion of the review, the CLASA Training Committee makes recommendations to accept or deny admission applications. These recommendations are forwarded to the Department Chairperson by the CLASA Chair. The Department Chairperson is responsible for reviewing the recommendations of the CLASA Training Committee 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 a CLASA program will be withdrawn.

Admission by Transfer From Other WMU Graduate Programs

Students seeking to transfer to Counselor Education doctoral options from other Western Michigan University 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 a Counselor Education option. 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 J).

1. Admission to The Graduate College, and to the Department of Counselor Education and Counseling Psychology by acceptance into a CLASA doctoral option.
2. A doctoral committee must be selected and approved (see Appendix C).
3. Doctoral Applicancy status must be achieved (Appendix D).

4. A program of doctoral level course work must be developed, approved, and successfully completed (see Appendices E, F, & G).
5. Comprehensive examinations must be passed.
6. Doctoral Candidacy status must be achieved (Appendix H).
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 OPTIONS AND PROGRAM OF STUDIES

The three Counselor Education doctoral options are based on the premise that research and practice are integrally related to one another and serve as the foundation for the scientist-practitioner training model. 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 CLASA Training Committee is responsible to the Department Chair for policies and procedures related to the three doctoral options. This responsibility includes developing curriculum guidelines for doctoral options in Counselor Education and Supervision, Counseling and Leadership, and Student Affairs in Higher Education. Guidelines are presented to the Department Chairperson for appropriate administrative review and approval.

Curriculum guidelines developed by the CLASA Training Committee 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 CLASA Training Committee 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 three doctoral options leading to a doctoral degree in Counselor Education. Academic coursework and experiential components of the programs are designed to incorporate both scientist and practitioner aspects of training. Students enrolled in any of the three Counselor Education doctoral options will complete courses within a common Counselor Education doctoral core. In addition, they will complete courses required for their option, cognates, and electives appropriate to the option.

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.

Counselor Education and Supervision

The Department recognizes its responsibilities to educate persons who will become the counselor educators of the future and in this way contribute to the further development and enhancement of the profession. Doctoral students pursuing this program option are expected to demonstrate: (a) a wide range of individual and group counseling skills; (b) a sound theoretical foundation in counseling; (c) teaching and supervision competencies; (d) research skills; (e) an understanding of academic program development, curriculum, and administration; and (f) competencies associated with being an educational leader. Students are expected to involve themselves in appropriate activities of the Department, College, and University and in relevant professional associations. Graduates of the program will be prepared to function productively and effectively as counselor educators and supervisors in colleges, universities, and governmental and human services agencies.

I. Program of Studies for Counselor Education and Supervision (see Appendix E)

A doctoral program in Counselor Education and Supervision requires a broad general background in the field of counseling, experience as a counselor, and competence in teaching at the graduate level. During the doctoral program it is expected that candidates will strengthen their counseling skills, acquire competence in counseling supervision, and develop expertise in a teaching area of interest. Students must have a master's degree, or its equivalent, in one of the recognized areas of counseling, e.g., school counseling, agency counseling, higher education counseling, or administration of student affairs in higher education.

I. Counselor Education Core

Professional Core (22 hours)

CECP 681 Professional Seminar in Counseling, Leadership, and Student Affairs (3)

CECP 691 Supervision in Counseling and Psychotherapy (or other elective in supervision) (3)

Advanced Theories course (3)

(e.g., CECP 675: Counseling Theories and Practices; CECP 674:

Psychological Development Theory; CECP 673: Advanced College Student Development Theory; CECP 661: Foundations of Systemic Family Therapy; CECP 686: Learning and Cognition; CECP 686: Topical Seminar related to advanced theories, or elective of other advanced theories course)
 CECP 694 Vocational Development Theory (3)
 CECP 622 Psychoeducational Consultation (3)
 CECP 712 or 732 Field Experiences/Clinical Internship (4)

Scientific Inquiry Core – Research Tool #1 (27 hours)

Quantitative research design and data analysis (6)
 (e.g., EDLD 645 and 646: Research Design and Data Analysis I and II; PSY 634: Advanced Statistics; PSY 635: Correlation and Regression Analysis, or other approved electives)
 Qualitative Research (3)
 (e.g., EDLD 648: Techniques of Naturalistic Inquiry, or other elective)
 Additional research design or data analysis/evaluation course (3)
 (e.g., PSY 636: Experimental Design; PSY 637: Advanced Data Analysis; EDLD 647: Survey Research Design and Analysis; EDLD 651: Advanced Applications of Measurement Methods; EDLD 642: Program Evaluation; SOC 687: Evaluation Research)
 CECP 730 Doctoral Dissertation (12)

Research Tool #2: Communication/Language in Research

For a complete explanation of this requirement, see Research Tools on page 12.

2. Required Courses for Option (14 hours)

CECP 686 Seminar in Teaching and Student Learning in Higher Education (3)
 CECP 693 Doctoral Practica (8)
 (e.g., Individual Counseling and Psychotherapy, Group Counseling, Marital and Family Therapy, Career Counseling, Supervision)
 Adult development/learning course (3)
 (e.g., CECP 623: College Student Development Theory; CECP 673: Advanced College Student Development Theory; ED 504: Adult Development; ED 505: The Adult Learner; SOC 524: Adult Socialization, or another appropriate course)

3. Cognate for Option (24 hours)

Two 12-hour cognates to develop teaching or supervision specialization

4. Electives to total a minimum of 96 graduate hours

2. Counseling and Leadership

This option is designed to prepare students for employment in settings such as public and private agencies, elementary and secondary schools, college/university counseling centers, hospitals, nursing homes, managed health care centers, and business. Students have an opportunity to develop a 15-hour specialization area in either counseling practice or leadership in counseling services.

This doctoral program of study has been developed to significantly enhance the skills, attitudes, and competencies of students entering and progressing through doctoral course work designed to ensure that the student develops: (a) an advanced understanding of human behavior; (b) research skills; (c) a working knowledge of the full spectrum of counseling, consulting, and supporting services in the community. In addition, it is expected that persons completing the counseling practice specialization will also demonstrate expertise in counseling and psychotherapy with a wide variety of individuals, groups, couples, and families. Persons completing the leadership in counseling services specialization will develop administrative and leadership competencies relevant to curriculum design, funding, program conceptualization and planning, program implementation and evaluation, and organization of educational or mental health settings.

I. Program of Studies for Counseling and Leadership (see Appendix F)

1. Counselor Education Core

Professional Core (22 hours)

CECP 681 Professional Seminar in Counseling, Leadership, and Student Affairs (3)

CECP 691 Supervision in Counseling and Psychotherapy (or other elective in supervision) (3)

Advanced Theories course (3)

(e.g., CECP 675: Counseling Theories and Practices; CECP 674: Psychological Development Theory; CECP 673: Advanced College Student Development Theory; CECP 661: Foundations of Systemic Family Therapy; CECP 686: Learning and Cognition; CECP 686: Topical Seminar related to advanced theories, or elective of other advanced theories course)

CECP 694 Vocational Development Theory (3)

CECP 622 Psychoeducational Consultation (3)

CECP 712 or 732 Field Experiences/Clinical Internship (4)

Scientific Inquiry Core – Research Tool #1 (27 hours)

Quantitative research design and data analysis (6)

(e.g., EDLD 645 and 646: Research Design and Data Analysis I and II; PSY 634: Advanced Statistics; PSY 635: Correlation and Regression Analysis, or other approved electives)

Qualitative Research (3)

(e.g., EDLD 648: Techniques of Naturalistic Inquiry, or other elective)

Additional research design or data analysis/evaluation course (3)
 (e.g., PSY 636: Experimental Design; PSY 637: Advanced Data Analysis;
 EDLD 647: Survey Research Design and Analysis; EDLD 651: Advanced
 Applications of Measurement Methods; EDLD 642: Program Evaluation;
 SOC 687: Evaluation Research)
 CECP 730 Doctoral Dissertation (12)

Research Tool #2: Communication/Language in Research

For a complete explanation of this requirement, see Research Tools on page 12.

2. Required Courses for Option (20 hours)

CECP 693 Doctoral Practica (8)

(e.g., Individual Counseling and Psychotherapy, Group Counseling, Marital
 and Family Therapy, Career Counseling, Supervision)

CECP 621 Psychopathology: Classification and Treatment (3)

Advanced counseling course (3)

(in addition to theory course in the doctoral core; e.g., CECP 675:
 Counseling Theories and Practices; CECP 674: Psychological Development
 Theory; CECP 661: Foundations of Systemic Family Therapy; CECP 686:
 Topical Seminar on advanced counseling theories, or elective of other
 advanced theories course)

Intervention strategies/assessment courses (6)

(e.g., CECP 662: Couples Interaction and Therapy; CECP 663: Family
 Interaction and Therapy; CECP 664: Assessment and Treatment in
 Marriage and Family Therapy; CECP 631 and 632: Seminar in Substance
 Abuse I and II; CECP 650: Intellectual Assessment; CECP 651: Personality
 Assessment, CECP 686: Topical Seminar on treatment or assessment, or
 elective of other appropriate treatment or assessment course)

3. Cognate for Option (15 hours)

15 hours based on professional interests and goals of either: (a) counseling practice, or
 (b) leadership and counseling services organizations

4. Electives to total a minimum of 96 graduate hours

3. Student Affairs in Higher Education

The student affairs in higher education option prepares individuals to assume professional positions as college and university administrators and faculty. Students completing the graduate program will be prepared to administer programs related to or incorporating the services of: admissions; housing and residential life; academic and special advisement; career development, planning, and placement; financial aid; records and registration; international student advisement; student activities and organizations; and other student support systems.

Competencies viewed as essential are: (a) a broad understanding of the history of higher education and specifically the history, philosophy, and current practices within the arena described as student services; (b) the ability to articulate the theories of student development and conceptualize the application of theoretical concepts to the administrative areas of student affairs; (c) a knowledge of organization models, budgetary systems, personnel practices, and administrative tools and techniques; (d) research skills, including an understanding of methods and techniques related to assessment of student needs and program evaluation; (e) an awareness of the law and education as evidenced in constitutional provisions, legislative enactments, and court decisions; and (f) an understanding of the development of influencing strategies relevant to institutional decision-making processes and political realities.

I. Program of Studies for Student Affairs in Higher Education (see Appendix G)

1. Counselor Education Core

Professional Core (22 hours)

CECP 681 Professional Seminar in Counseling, Leadership, and Student Affairs (3)

EDLD 673 Supervision (3)

(or other elective in supervision)

CECP 673 Advanced College Student Development Theory

CECP 607 Multicultural Counseling and Psychology (3)

CECP 694 Vocational Development Theory (3)

CECP 622 Psychoeducational Consultation (3)

CECP 712 or 732 Field Experiences/Clinical Internship (4)

Scientific Inquiry Core – Research Tool #1 (27 hours)

Quantitative research design and data analysis (6)

(e.g., EDLD 645 and 646: Research Design and Data Analysis I and II;

PSY 634: Advanced Statistics; PSY 635: Correlation and Regression

Analysis, or other approved electives)

Qualitative Research (3)

(e.g., EDLD 648: Techniques of Naturalistic Inquiry, or other elective)

Additional research design or data analysis/evaluation course (3)

(e.g., PSY 636: Experimental Design; PSY 637: Advanced Data Analysis;

EDLD 647: Survey Research Design and Analysis; EDLD 651: Advanced

Applications of Measurement Methods; EDLD 642: Program Evaluation;
SOC 687 Evaluation Research)
CECP 730 Doctoral Dissertation (12)

Research Tool #2: Communication/Language in Research

For a complete explanation of this requirement, see Research Tools on page 12.

2. Required Courses for Option (18 hours)
 - CECP 686 Seminar in Teaching and Student Learning in Higher Education (3)
 - CECP 686 Advanced Seminar in Student Affairs (3)
 - Organization and administration in higher education courses (6)
 - Special populations courses (6)
3. Cognate for Option (15 hours)
 - 15 hours based on professional interests in a specific area of student affairs
4. Electives to total a minimum of 96 graduate hours

4. 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 CLASA doctoral students are identified below.

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

These requirements are listed under the Scientific Inquiry Core of each Counselor Education doctoral option.

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 (e.g., SOC 500 Data Processing for Behavioral Scientists). If the first 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 CLASA-designated faculty are considered to have the expertise in the CLASA options and should be given primary consideration as chairs. However, all CECP faculty 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 C).

Committee Selection

As soon as practical, but prior to filing the Request for Doctoral Applicancy Status Form (Appendix D), 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 C) 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 E, F, and G). 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 option 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 CLASA 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 F).

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 C) 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 D. At the time the program of studies is approved by the student's Doctoral Committee, the Doctoral Committee Chairperson recommends applicancy status to the CLASA 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). The student submits a written statement requesting to take the examination. Doctoral Committee approval is required prior to initiation of this requirement. Requests 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.

Three components, taken in sequence, comprise the comprehensive examination. All three components must be graded "Pass" by the Doctoral Committee in order to successfully complete the comprehensive examination.

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 12 possibilities:

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

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 within their doctoral option. 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. Two internships of 600 clock hours each are the minimum requirement.

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).
- 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 I). 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 CLASA Training

Director (Appendix K). 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 Western Michigan University. 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 H).

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 CLASA Training Committee.
3. The CLASA Training Committee 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 dissertation proposal. In general, the proposal should include a rationale for selection of the topic, the problem and 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 of the problem 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 *Publication Manual of the American Psychological Association* (Fourth Edition). 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.

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 L). 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 I. (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.

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. For non-residents of Michigan, the appointments will also pay the out-of-state portion of the full tuition. 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

Western Michigan University 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/cecp/> for more information about the university, department, program, and faculty listed in Appendix A.

Appendix A

Department of Counselor Education and Counseling Psychology Western Michigan University

CHAIR

JOSEPH R. MORRIS, Ph.D., (1975), M.A. (1972), University of Michigan; B.A. (1970), Central State University, Ohio. Dr. Morris is a Professor and Department Chair. He has worked in the Department since 1984. His areas of professional interest include multicultural counseling, consultation, diagnostic assessment, supervision and family systems. LPC, LP

COUNSELOR EDUCATION FACULTY

KAREN R. BLAISURE, Ph.D. (1992) Virginia Polytechnic Institute and State University; M.A. (1985) Pennsylvania State University; B.S. (1983) Houghton College. Dr. Blaisure is an Associate Professor who began teaching at Western Michigan University in Fall 1992. She is a Clinical Member of the American Association for Marriage and Family Therapy. Her professional interests include feminists perspectives on family life, equality-based relationships, couple education programs, divorce education programs, and qualitative research.

JOHN S. GEISLER, Ed.D. (1968), M.Ed. (1966), University of Toledo; B.S. (1961) Adrian College. Dr. Geisler is a Professor and Director of Training of the Counselor Education doctoral programs. He has taught in the Department since 1976. His areas of professional interests include school counseling, group process, tests and measurements and professional issues and ethics. LPC, NCC, CSW

SUZANNE M. HEDSTROM, Ed.D. (1977) Northern Illinois University; M.A. (1971) Bradley University; B.S. (1969) University of North Texas. Dr. Hedstrom has been an Assistant Professor in the Department since 1989. Her professional interests include professional issues and ethics, group counseling, counseling theory and practice, and counselor education. LPC

THERESA M. O'HALLORAN, Ed.D. (1998) University of Northern Colorado; M.C. (1992), B.S. Communication (1989) Arizona State University. Dr. O'Halloran is an Assistant Professor. Research and clinical interests: career development, school counseling, treatment and prevention of violence, and the development of counselors. NCC

DONNA M. TALBOT, Ph.D. (1992) University of Maryland; Ed.S. (1987) University of Florida; M.Ed. (1985) Lesley College; B.A. (1981) Amherst College. Dr. Talbot has been an Assistant Professor and Coordinator of the Student Affairs Program since the Fall of 1992. Her professional interests include multicultural education in student affairs and counseling, leadership development, group dynamics and facilitation and ethical standards. LPC, NCC

ADDITIONAL DEPARTMENT FACULTY

MARY Z. ANDERSON, Ph.D. (1977), M.S. (1991), and B.S. (1982) University of Illinois. Dr. Anderson joined the faculty at Western Michigan University in 1995. She is an Assistant Professor. Her interests include counseling psychology theory and practice, counselor development, and measurement and assessment.

ROBERT L. BETZ, Ph.D. (1964) Michigan State University; M.S. (1956) University of Illinois; B.A. (1953) Albion College. Dr. Betz is a Professor and has been at Western Michigan University since 1963. His professional interests include group work, counseling psychology theory and practice, vocational development and supervision. LP

ROBERT O. BRINKERHOFF, Ed.D. (1974) and M.A. (1971) University of Virginia; B.A. (1964) Colgate University. Dr. Brinkerhoff is a professor and started at Western Michigan University in 1978 as Associate Director of the Evaluation Center. He coordinates graduate programs in human resources development (HRD); his areas of expertise include training strategy and design, performance improvement, project management, and program evaluation.

JAMES M. CROTEAU, Ph.D. (1986), M.A. (1982) Southern Illinois University; B.A. (1979) Loyola University at New Orleans. Dr. Croteau is an Associate Professor and has been at Western Michigan University since Fall of 1990. His general professional and/or research interests include counseling skills training, college student affairs work, and prevention or outreach. More specific interests include lesbian, gay and bisexual issues generally and in particular in regard to career development, professional training and higher education. He also works in the areas of multicultural awareness particularly in regard to white people and racial awareness. LP

ELSON S. FLOYD, Ph.D. (1984), M.Ed. (1982), B.A. (1978) University of North Carolina at Chapel Hill. Dr. Floyd has been President of Western Michigan University since August, 1998, and holds the rank of professor in this department. His educational background includes higher and adult education.

ARLEN R. GULLICKSON, Ph.D. (1971) University of Colorado; M.A. (1967), B.A. (1963) University of Northern Iowa. Dr. Gullickson has been the chief of staff at the Evaluation Center since Fall 1991. His professional interests include teacher and student assessment practices, program evaluation, techniques to improve survey research and computer applications.

BRUCE HACKWORTH, Ph.D. (1996) Andrews University; M.S.W. (1983), M.A. (1979), B.A. (1978) Michigan State University. Dr. Hackworth is Director of the Center for Counseling and Psychological Services. His areas of professional interest include child and family therapy, supervision and training of counselors, and systems theory. DLLP, CSW, ACSW

ALAN J. HOVESTADT, Ed.D. (1973), M.S. (1970), B.S. (1968) Northern Illinois University. Dr. Hovestadt is a Professor and has been at Western Michigan University since 1985. His professional interests include counseling psychology theory and practice, family therapy, group work, and research involving intergenerational transmission processes, family-of-origin therapy and training/supervision.

FRANK M. JEREMY, Ed.D. (1978), M.A. (1975) Western Michigan University; B.A. (1971) Alma College. Research and clinical interests include: employee assistance programs, organizational issues in human resources.

THERESA A. POWELL, Ph.D. (1983) Ohio State University; M.Ed. (1976) Texas Christian University; B.A. (1973) University of Pennsylvania. Dr. Powell has been the vice president for student affairs since 1991 and holds associate professor rank. Her professional interests include higher education administration, student affairs, issues involving diversity and organizational communication.

ADIL QURESHL, Ph.D. (1999) University of Southern California; Ed.M. (1992) Columbia University; M.A. (1990) Duquesne University; B.A. (1987) University of Alberta, Edmonton, Canada. Mr. Qureshl holds a temporary one-year position on the Counseling Psychology faculty. Research and clinical interests: multicultural counseling, theoretical psychology.

EDWARD L. TREMBLEY, D.Ed. (1964) Pennsylvania State University; M.S. (1962) Ohio University; B.S. (1959) Pennsylvania State University. Dr. Trembley is a professor and has been at Western Michigan University since 1976. His professional interests include counseling psychology, counselor education, theory and practice of psychotherapy, and counseling supervision. LP, LPC

ACSW = Academy of Certified Social Workers
 DLLP = Doctoral Limited Licensed Psychologist
 CSW = Certified Social Worker

LPC = Licensed Professional Counselor
 LP = Licensed Psychologist
 NCC = National Certified Counselor

Appendix C
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 (where such exists)	Dean/Assoc. Dean, College of Education (required for dissertation only)
Dean, The Graduate College	Date Approved

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

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

Appendix D

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 point-hour ratio of 3.25 in all graduate work completed.

_____ 4. Commitment to a specific degree program.

_____ 5. Appointment of a doctoral committee.

_____ 6. Recommended by the appropriate faculty committee, that the student by approved to continue study toward a doctoral degree.

Signature of Student

Signature of Doctoral Committee Chair

Chair of CLASA Training Committee

Approval of Department Chairperson

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

Appendix E

Department of Counselor Education and Counseling Psychology Western Michigan University

PROGRAM OF STUDY FOR THE PH.D. DEGREE IN COUNSELOR EDUCATION OPTION IN COUNSELOR EDUCATION AND SUPERVISION

Student _____ S.S.# _____

Date of Admission _____ Chair _____

	Credit Hours	Semester and Year	Grade
--	-----------------	----------------------	-------

I. PROFESSIONAL CORE (22 hours)

CECP 681 Professional Seminar in Counseling, Leadership,
and Student Affairs (3)

CECP 691 Supervision in Counseling and Psychotherapy
(or other elective in supervision) (3)

Advanced Theories Course (e.g., CECP 675 Counseling
Theories and Practices, CECP 674 Psychological
Development Theory, CECP 673 Advanced College
Student Development Theory, CECP 661 Foundations
of Systemic Family Therapy, CECP 686 Learning and
Cognition, CECP 686 Topical Seminar related to advanced
theories, or other elective of advanced theories course) (3)
Course selected: _____

CECP 607 Multicultural Counseling and Psychology (3)

CECP 694 Vocational Development Theory (3)

CECP 622 Psychoeducational Consultation (3)

CECP 712 Professional Field Experiences (two 600 hr.
experiences) or CECP 732 Clinical Internship (2000 hr.) (4)

2. SCIENTIFIC INQUIRY CORE (27 hours)

Quantitative research design and data analysis (e.g., EDLD 645 and 646 Research Design and Data Analysis I and II, PSY 634 Advanced Statistics, PSY 635 Correlation and Regression Analysis, or other approved research electives) (6)

Courses selected: _____

Qualitative Research (e.g., EDLD 648 Techniques of Naturalistic Inquiry, or other elective) (3)

Course selected: _____

Additional research design or data analysis/evaluation course (e.g., PSY 636 Experimental Design, PSY 637 Advanced Data Analysis, EDLD 647 Survey Research Design and Analysis, EDLD 651 Advanced Applications of Measurement Methods, EDLD 642 Program Evaluation, SOC 687 Evaluation Research, or other approved research elective) (3)

Course selected: _____

CECP 699 Dissertation Seminar (3) _____

CECP 730 Doctoral Dissertation (12) _____

COMMUNICATION/LANGUAGE IN RESEARCH COMPETENCY _____

3. REQUIRED COURSES FOR OPTION (14 hours)

CECP 686 Seminar in Teaching and Student Learning in Higher Education (3)

CECP 693 Doctoral Practica (choices of Individual Counseling and Psychotherapy, Group Counseling, Marital and Family Therapy, Career Counseling, Supervision; each is 4 hours) (8)

Courses selected: _____

Adult development/learning course (e.g., CECP 623
 College Student Development Theory, CECP 673
 College Student Development Theory, ED 604 Adult
 Development, ED 505 The Adult Learner, SOC 624
 Adult Socialization, or another appropriate course) (3)
 Course selected: _____

4. COGNATE FOR OPTION (24 hours)

Cognate to develop teaching or supervision
 specialization (12)

Courses selected: _____

Cognate to develop teaching or supervision
 specialization (12)

Courses selected: _____

5. ELECTIVES (to total minimum of 96 graduate hours)

Courses selected: _____

Total Hours: _____

Distribution:

Student

Committee Members

Director of Training, Counselor Education

Department

Graduate College

 Student

 Doctoral Chair

 Date

Appendix F

Department of Counselor Education and Counseling Psychology Western Michigan University

PROGRAM OF STUDY FOR THE PH.D. DEGREE IN COUNSELOR EDUCATION OPTION IN COUNSELING AND LEADERSHIP

Student _____ S.S.# _____

Date of Admission _____ Chair _____

Credit	Semester	
Hours	and Year	Grade

I. PROFESSIONAL CORE (22 hours)

CECP 681 Professional Seminar in Counseling, Leadership, and Student Affairs (3)	_____	_____	_____
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CECP 691 Supervision in Counseling and Psychotherapy (or other elective in supervision) (3)	_____	_____	_____
--	-------	-------	-------

Advanced Theories Course (e.g., CECP 675 Counseling Theories and Practices, CECP 674 Psychological Development Theory, CECP 673 Advanced College Student Development Theory, CECP 661 Foundations of Systemic Family Therapy, CECP 686 Learning and Cognition, CECP 686 Topical Seminar related to advanced theories, or other elective of advanced theories course) (3) Course selected: _____	_____	_____	_____
--	-------	-------	-------

CECP 607 Multicultural Counseling and Psychology (3)	_____	_____	_____
--	-------	-------	-------

CECP 694 Vocational Development Theory (3)	_____	_____	_____
--	-------	-------	-------

CECP 622 Psychoeducational Consultation (3)	_____	_____	_____
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CECP 712 Professional Field Experiences (two 600 hour experiences) or CECP 732 Clinical Internship (2000 hr.) (4)	_____	_____	_____
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2. SCIENTIFIC INQUIRY CORE (27 hours)

Quantitative research design and data analysis (e.g., EDLD 645 and 646 Research Design and Data Analysis I and II, PSY 634 Advanced Statistics, PSY 635 Correlation and Regression Analysis, or other approved research electives) (6)

Courses selected: _____

Qualitative Research (e.g., EDLD 648 Techniques of Naturalistic Inquiry, or other elective) (3)

Course selected: _____

Additional research design or data analysis/evaluation course (e.g., PSY 636 Experimental Design, PSY 637 Advanced Data Analysis, EDLD 647 Survey Research Design and Analysis, EDLD 651 Advanced Applications of Measurement Methods, EDLD 642 Program Evaluation, SOC 687 Evaluation Research, or other approved research electives) (3)

Course selected: _____

CECP 699 Dissertation Seminar (3) _____

CECP 730 Doctoral Dissertation (12) _____

COMMUNICATION/LANGUAGE IN RESEARCH COMPETENCY _____

3. REQUIRED COURSES FOR OPTION (20 hours)

CECP 693 Doctoral Practica (choices of Individual Counseling and Psychotherapy, Group Counseling, Marital and Family Therapy, Career Counseling, Supervision; each is 4 hours) (8)

Courses selected: _____

CECP 621 Psychopathology: Classification and Treatment (3) _____

Advanced counseling course (in addition to theory course in the doctoral core; e.g., CECP 675
 Counseling Theories and Practices, CECP 674
 Psychological Development Theory, CECP 661
 Foundations of Systemic Family Therapy, CECP 686
 Topical Seminar on advanced counseling theories or elective of other advanced theories course) (3)
 Course selected: _____

Intervention strategies/assessment courses (e.g., CECP 662 Couples Interaction and Therapy, CECP 663 Family Interaction and Therapy, CECP 664 Assessment and Treatment in Marriage and Family Therapy, CECP 631 and 632 Seminar in Substance Abuse I and II, CECP 650 Intellectual Assessment, CECP 651 Personality Assessment, CECP 686 Topical Seminar on treatment or assessment, or elective of other appropriate treatment or assessment course) (6)
 Courses selected: _____

4. COGNATE FOR OPTION (15 hours)

Counseling practice (15)
 Courses selected: _____

or

Leadership in counseling services organizations (15)
 Courses selected: _____

5. ELECTIVES (to total a minimum of 96 graduate hours)

Courses selected: _____

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

Total Hours: _____

Student

Doctoral Chair

Date

Distribution:

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

Appendix G

Department of Counselor Education and Counseling Psychology Western Michigan University

PROGRAM OF STUDY FOR THE PH.D. DEGREE IN COUNSELOR EDUCATION OPTION IN STUDENT AFFAIRS IN HIGHER EDUCATION

Student _____

S.S.# _____

Date of Admission _____

Chair _____

	Credit Hours	Semester and Year	
Grade			
I. PROFESSIONAL CORE (22 hours)			
CECP 681 Professional Seminar in Counseling, Leadership, and Student Affairs (3)	_____	_____	_____
EDLD 673 Supervision (or other elective in supervision) (3)	_____	_____	_____
CECP 673 Advanced College Student Development Theory (3)	_____	_____	_____
CECP 607 Multicultural Counseling and Psychology (3)	_____	_____	_____
CECP 694 Vocational Development Theory (3)	_____	_____	_____
CECP 622 Psychoeducational Consultation (3)	_____	_____	_____
CECP 712 Professional Field Experiences (two 600 hour experiences) or CECP 732 Clinical Internship (2000 hr.) (4)	_____	_____	_____

2. SCIENTIFIC INQUIRY CORE (27 hours)

Quantitative research design and data analysis (e.g., EDLD 645 and 646 Research Design and Data Analysis I and II, PSY 634 Advanced Statistics, PSY 635 Correlation and Regression Analysis, or other approved research electives) (6)

Courses selected: _____

Qualitative Research (e.g., EDLD 648 Techniques of Naturalistic Inquiry, or other elective) (3)

Course selected: _____

Additional research design or data analysis/evaluation course (e.g., PSY 636 Experimental Design, PSY 637 Advanced Data Analysis, EDLD 647 Survey Research Design and Analysis, EDLD 651 Advanced Applications of Measurement Methods, EDLD 642 Program Evaluation, SOC 687 Evaluation Research, or other approved research elective) (3)

Course selected: _____

CECP 699 Dissertation Seminar (3)

CECP 730 Doctoral Dissertation (12)

COMMUNICATION/LANGUAGE IN RESEARCH COMPETENCY _____

3. REQUIRED COURSES FOR OPTION (18 hours)

CECP 686 Seminar in Teaching and Student Learning in Higher Education (3)

CECP 686 Advanced Seminar in Student Affairs (3)

Organization and administration in higher education courses (6)

Courses selected: _____

Special populations courses (6)

Courses selected: _____

4. COGNATE FOR OPTION (15 hours)

Courses based on professional
interests in a specific area
of student affairs (15)

Courses selected: _____

5. ELECTIVES (to total a minimum of 96 graduate hours)

Courses selected: _____

Total Hours: _____

Student

Doctoral Chair

Date

Distribution:

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

Appendix H

Department of Counselor Education and Counseling Psychology Western Michigan University

REQUEST FOR DOCTORAL CANDIDACY STATUS

Name _____ Program Option _____

Doctoral Committee Chairperson _____

Date _____

With the completion of the requirements listed below, and with the concurrence of my doctoral committee, I request approval for doctoral candidacy status.

- _____ 1. An overall point-hour ratio of 3.25 in all graduate work completed.
- _____ 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 CLASA Training Committee

Approval of Department Chairperson

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

Appendix I

WESTERN MICHIGAN UNIVERSITY

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]) _____

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

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

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

Revised 2/94

Appendix J

**The Graduate College
Western Michigan University
Kalamazoo, MI 49008-5121**

CONFIRMATION OF COMPLETION OF DOCTORAL DEGREE REQUIREMENTS

For _____
(Student Name) _____ (Program of Study)

Social Security Number _____

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. Internships completed #1 _____
#2 _____
- _____ 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) (Chairperson Signature)

Distribution: Student, Chair, The Graduate College, The Department

Appendix L

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 --