# TABLE OF CONTENTS

**PREFACE**

*INTRODUCTION* ........................................................................................................................... 1

*BACKGROUND* ............................................................................................................................. 1

*PROGRAM OBJECTIVES* ............................................................................................................... 2

*DEPARTMENT STATEMENT ON DIVERSITY* ................................................................................ 3

*LICENSE* ....................................................................................................................................... 3

*ADMISSION* ................................................................................................................................... 3
  - Admission Application Deadlines .......................................................................................... 4
  - Admission Review Procedures ............................................................................................ 4
  - Applicant Acceptance of Admission ................................................................................... 4
  - Admission by Transfer From Other WMU Graduate Programs ......................................... 4

*DOCTORAL DEGREE REQUIREMENTS* .......................................................................................... 5
  - Continuous Enrollment Policy ............................................................................................ 5

**PROGRAM OF STUDIES**

  - Program Requirements ......................................................................................................... 6

*THE DOCTORAL COMMITTEE*

  - Committee Chairperson Selection ..................................................................................... 7
  - Committee Selection ............................................................................................................ 7
  - Doctoral Committee Responsibilities ................................................................................... 8
  - Change of Doctoral Committee Chairperson and/or Membership ...................................... 9

*THE DOCTORAL COMPREHENSIVE EXAMINATION* ................................................................. 10
  - Component A: Knowledge Comprehensive Examination ................................................ 11
  - Component B: Professional Competence Demonstration .................................................. 12

*DOCTORAL INTERNSHIPS* ........................................................................................................... 13
  - Internship Expectations ....................................................................................................... 14
  - Internship Prospectus ........................................................................................................... 14
  - Internship Registration and Evaluation ............................................................................. 14
  - Liability Insurance .............................................................................................................. 15

*DOCTORAL CANDIDACY* ............................................................................................................ 15

*THE DOCTORAL DISSERTATION* .................................................................................................. 16
  - Dissertation Proposal .......................................................................................................... 16
  - Style Guidelines .................................................................................................................. 16
  - Oral Defense of the Dissertation ....................................................................................... 17

*RETENTION POLICY* .................................................................................................................. 18

*CRIMINAL BACKGROUND CHECKS* .......................................................................................... 20

*COUNSELING SERVICES FOR STUDENTS* ............................................................................. 21

*FINANCIAL AID* .......................................................................................................................... 21
  - Graduate College Resources ............................................................................................... 21
  - Federal Financial Aid Programs .......................................................................................... 22
  - Student Employment Referral Service ............................................................................... 22
APPENDICES 20

A: Department Faculty ........................................................................................................23
B: Notification of Appointment to a Dissertation, Project or Thesis Committee ..........25
C: Program of Study: Doctorate in Counselor Education ..............................................27
D: Request for Doctoral Candidacy Status ........................................................................28
E: Application for Permission to Elect .............................................................................31
F: Confirmation of Completion of Doctoral Degree Requirements ..................................33
G: Student Evaluation of Internship Site ..........................................................................34
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.

Western Michigan University prohibits discrimination or harassment which violates the law or which constitutes inappropriate or unprofessional limitation of employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

Department of Counselor Education and Counseling Psychology
3521 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008–5226

Phone: (269) 387–5100
Fax: (269) 387–5090
Web Page: http://www.wmich.edu/cecp
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 program's 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 CEU when referring to the Counselor Education Unit.

The CEU is responsible for the doctoral program in Counselor Education. The faculty, through the CEU 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 grade point average of 3.00 for all completed graduate work. If fewer than 20 hours of graduate work has been completed, an overall grade point average 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 CEU 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 December 15th, for consideration for admission the following Fall Semester. Please note that this date is earlier than The Graduate College deadline.

**Admission Review Procedures**

The Director of the Counselor Education Unit (CEU) is responsible for reviewing admission files, circulating them to appropriate faculty for evaluation, and scheduling interviews. Applicants interview with CEU faculty and students. Upon completion of the review, the CEU makes recommendations to accept or deny admission applications. These recommendations are forwarded to the Department Chairperson by the CEU Director. The Department Chairperson is responsible for reviewing the recommendations of the CEU 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 F).

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. A program of doctoral level course work must be developed, approved, and successfully completed (see Appendix C).

4. Comprehensive examinations must be passed.

5. Doctoral Candidacy status must be achieved (Appendix D).

6. Internship and/or field experiences must be developed and successfully completed.

7. The dissertation must be written and successfully defended.

In the following sections of the Doctoral Handbook, policies and procedures relevant to these seven 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 CEU 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 CEU 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 CEU 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 C)

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:

Dr. Stephen E. Craig
Associate Professor and Unit Director, Counselor Education Program
Department of Counselor Education and Counseling Psychology
3521 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008
(269) 387-5114
stephen.craig@wmich.edu

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, 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 C). 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. Evaluating the student’s readiness to take the doctoral comprehensive examinations.

3. The Doctoral Committee Chair approves requests to take Component A of the Doctoral Comprehensive Examination. The student’s Doctoral Committee approves requests to take Component B of the examination.

4. Preparing, administering, reading, and evaluating the scholarly contribution and the professional competence demonstration as part of 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 Unit 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 D).

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 F) 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.
SCHOLARLY CONTRIBUTION AND DOCTORAL COMPREHENSIVE EXAMINATION

Scholarly Contribution

Doctoral students will demonstrate the ability to make a scholarly contribution to the field of counseling and/or counselor education. Proposals or manuscripts are to be peer-reviewed. Conference presentations are to be in counselor education/counseling field. Refereed journal articles should be published in counselor education or counseling related journals; counselor education journals are preferred. The student’s doctoral committee evaluates the merit of the student’s scholarly contribution (by majority vote) and should be completed during the student’s doctoral program, before the dissertation is formally defended, and meet at least one of the following:

a. Accepted poster or content or research presentation at a state conference with the student as first author/presenter.

b. Accepted poster or content or research presentation at a regional conference with the student as first or second author/presenter.

c. Accepted poster or content or research presentation at a national or international conference with the student as an author/presenter.

d. Accepted publication in a state or regional professional journal with the student as first or second author.

e. Accepted publication in a national or international professional journal with the student as third author at the minimum.

f. Submitted, publishable quality paper (as determined by the committee by a majority vote) to a national professional journal with the student as first or second author.

Doctoral Comprehensive Examination

The doctoral student may request to take the two parts of the comprehensive examination near the completion of formal course work excluding dissertation and internship hours. The student’s Doctoral Committee Chair approves requests to take Component A of the Examination. The student’s Doctoral Committee approves requests to take Component B of the Examination. Request for variations from the doctoral comprehensive examination format must be made in writing prior to beginning the examination process. Two components comprise the comprehensive examination. Both components must be evaluated Pass (by majority vote) in order to successfully complete the comprehensive examination.
Component A: Knowledge Comprehensive Examination

This component of the examination requires the student to demonstrate the ability to apply knowledge of counseling, supervision & teaching, research, and professional issues and ethics in counselor education in written form to a set of questions in a limited time.

The Knowledge Comprehensive Examination will take place during the second weekend of the Fall and Spring semesters each academic year. The deadlines for applying to take this component are August 1 for the Fall and December 1 for the Spring. Four questions will be developed and responses will be evaluated by blind review (students will be assigned a code number) by a sub-committee of the Counselor Education Unit. Membership of the sub-committee will rotate annually among the faculty members of the unit and will be comprised of three faculty members. The questions will address the four major areas of coursework in the doctoral program:

1. Counseling
2. Supervision and/or Teaching
3. Research
4. Professional Issues and Ethics

Component A is a take-home essay examination. Questions will be answered in five pages (APA style) per question, not including references. Attention to multicultural and diversity issues is expected. Students receive the 4 questions at noon on the 2nd Friday of the semester and have until noon on the following Monday to complete their answers.

Options for evaluation include:

1. Pass
2. Pass with conditions (Specific conditions and time frame for completion will be determined by the Knowledge Comprehensive sub-committee)
3. Fail (Student must re-take that question(s) the next semester)

One can pass portions or individual questions; once all four parts are passed, the Knowledge Comprehensive Examination is considered passed.
**Component B: Professional Competence Demonstration**

Students are required to demonstrate competence as a counselor/counselor educator in one of the following areas a) counseling, b) supervision, c) teaching, or d) consultation. The content, format, and scheduling of this component must be approved by the student’s Doctoral Committee.

The student will prepare an approximately 45-minute presentation to the student’s doctoral committee that addresses one’s philosophy or theoretical orientation and demonstrates skills and competencies in that area. It is expected that the student will provide observable data such as visual images/DVDs of clinical sessions, teaching, supervision, etc. or a consultation report or other similar data. The committee is to be provided a written summary of the presentation at least two weeks prior to the presentation date. The student will work with the doctoral committee chair to determine the nature of the write-up and actual presentation. Students are required to complete the Professional Competence Demonstration prior to or on the date of the dissertation proposal defense.

The Professional Competence Demonstration will be evaluated as either Pass or Fail. This component of the comprehensive exams is passed when a majority of the student’s doctoral committee rates it as a pass. A failing evaluation will result in re-doing this component upon consultation with the doctoral committee.

**Remediation of Comprehensive Examination Components**

If a student fails on the second attempt at either component of the Comprehensive Examination, the student may petition the Counselor Education Unit faculty for permission to make a third attempt. Unit faculty may employ questions or procedures for the third attempt which differ from earlier attempts. Evaluation (pass/fail) of the third attempt of the Knowledge Comprehensive Examination will be by the Knowledge Comprehensive sub-committee. Evaluation (pass/fail) of the third attempt of the Professional Competence Demonstration will be by majority vote of the student’s Doctoral Committee. Students who fail any of the components of the Comprehensive Examination on their third attempt will be reviewed by the Counselor Education Unit faculty, which may recommend dismissal from the program.
DOCTORAL INTERNSHIPS – COUNSELOR EDUCATION

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. Doctoral internships may only be completed during the Fall and Spring terms when group supervision is provided by a program faculty member. One internship of 600 clock hours is the minimum requirement. Individual supervision of at least one hour per week must be provided by your internship site supervisor and group supervision with other students will be provided on a regularly scheduled basis by a program faculty member. Students should adhere to the following steps related to their internship experiences. As with all components of the doctoral program, students should also work closely with their major advisor (chair of their doctoral committee) on the expectations associated with all internship activities. The following steps are designed to provide you with a basic structure for setting up the internship experience and the forms required before, during, and after your internship experience.

STEP 1: Discuss your readiness to complete the doctoral internship experience with your major advisor.

STEP 2: Provided your major advisor has approved you are ready to complete your internship, you should discuss your plans for how you will acquire the minimum 600 hours. Given that internship experiences are tailored to the unique needs of the individual student, the experiences will be uniquely designed around the student, his or her prior experiences, and his or her future plans as a counselor educator.

STEP 3: Once a tentative plan has been discussed with your major advisor, you should design an internship prospectus (See description below).

STEP 4: Obtain the approval of your internship prospectus from your major advisor and doctoral committee.

STEP 5: Complete a Permission to Elect Form for CECP 7120 Professional Field Experience and obtain the signature/approval of your major advisor. Students must register for a minimum of 4 credit hours of internship. (Appendix E) If you plan to complete your internship over more than one semester (most common), then you should register for at least one credit per semester. The number of credits you register for should be discussed with your major advisor. If you have registered for four credit hours of internship but have not yet finished the required internship hours, then you may have to register for additional credits to complete the internship. If you are not registered for credit, you should not be completing internship hours as you are not covered by liability insurance.

STEP 6: Once your internship paperwork has been approved, you will need to notify the Unit Director of Counselor Education that you will be completing internship hours and the semester you plan to start. You will then be notified of the group supervision schedule provided on campus.

STEP 7: While you are completing internship hours, whether they are counseling, teaching, supervising, or advising, you should maintain a weekly log of your hours. The weekly logs should reflect all activities associated with internship, including direct service hours (i.e. face to face time with clients, supervisees, or students), indirect hours (i.e. individual and group supervision, documentation/case notes, class preparation, etc). 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 Unit Director (Appendix G). The completion of the student’s internship requirement shall be certified by the Doctoral Chair on a credit/no credit 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.

**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 D).

Procedures:

1. A student should present the completed form, “Admission to Doctoral Candidacy,” to the Doctoral Committee Chairperson.

2. The Doctoral Committee Chairperson reviews the application for compliance.

3. The student obtains signatures from the committee members.

4. The student submits one copy of the completed form to the Graduate College for the Dean’s signature at the following address: 260 W Walwood Hall, Kalamazoo, MI 49008-5242.

5. The Graduate College will send one copy of the form to the Department Chair and a second copy to the Program Advisor.
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.
**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.
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.
CRIMINAL BACKGROUND CHECKS

The CECP department requires that a criminal background check be conducted on each student prior to entry into their first counseling practicum experience in the program (i.e. CECP 6120 or CECP 6930 or CECP 6950) in the department’s training clinic, i.e. the Center for Counseling and Psychological Services in Kalamazoo (CCPS-KZOO) or the Center for Counseling and Psychological Services in Grand Rapids (CCPS-GR). In the unique situation of a doctoral student completing their first program counseling practicum as a field practicum experience, i.e. CECP 6130 Field Practicum or CECP 7120 Professional Field Experience, prior to completing their first practicum in CCPS-KZOO or CCPS-GR, the background check will be completed prior to the first field practicum. If a CECP graduate student is selected for a department graduate assistantship/associateship, with assignment to CCPS-KZOO or CCPS-GR, and a program background check has not been previously completed, the background check will be conducted prior to beginning the CCPS graduate assistantship/associateship assignment.

Since master’s students typically complete 30 credit hours or more of course work before being ready to begin their first counseling practicum, students may request that their criminal background check and review by faculty be conducted earlier in the program if they have a history related to conviction(s) that may prevent practicum placement. This option of completion of an earlier background check while in the program is intended to help avoid the possible situation in which a student with a conviction history completes a very large number of credit hours only to learn very late in the program that their conviction history prevents placement in practicum and, therefore, prevents program completion.

The criminal background check will be conducted by CertifiedBackground.com for all students. Students must go online to CertifiedBackground.com and order and pay the fee for their background check. Instructions on how to order the background check will be available from the main department office each semester/session. Students must complete their background check prior to January 15 for requested enrollment in their first counseling practicum during the summer session(s), prior to May 15 for requested enrollment in their first counseling practicum during the fall semester, and prior to September 15 for requested enrollment in their first counseling practicum during the spring semester.

If a student has a history of criminal conviction(s) a group of program faculty will review and assess the student’s status in the program after the program background check is completed. Students will be provided notice of any criminal conviction that appears on their record and be offered an opportunity to respond and address that conviction. The program, through its faculty, will then decide whether the student may continue in the program and enter their initial practicum. As part of the faculty review, students with a history of conviction(s) will have the opportunity to talk to faculty to discuss the conviction history and to provide any information or documentation the student may wish faculty to consider. Students will be requested to provide copies of the Judgment of Sentence or Register of Action or Case History obtained from the court where the student was convicted/fined.

Once the program background check is completed, students are required to immediately self-report any subsequent arrests or convictions immediately to the CECP department chair. Failure to do so may result in dismissal from the program. In addition to the department required background check, external training and internship sites may require their own separate criminal background checks and procedures. Students also need to follow those procedures if applying/accepted for training at a site with additional background check requirements. Students with a history of conviction should understand that external training and internship sites may vary in their background check requirements, procedures, and standards for accepting candidates into their respective professional settings.
Students with a history of conviction, who are continuing in the program and entering their initial practicum within the department, should understand that this decision does not guarantee subsequent external training placement sites will accept the student for training at their respective site. Students admitted to or taking courses in the Department are expected to abide by the ethical standards of the professional association relevant to their program of study.

Eventual eligibility for professional licensure is determined by the professional licensing board in the relevant jurisdiction. Professional licensing laws and regulations vary from state to state; and questions concerning eventual eligibility for professional licensure should be directed to the appropriate professional licensing board in the relevant jurisdiction.

Students who are interested in additional information on the possible implications of a history of criminal convictions and employment, contracting, and clinical privileges in certain public health care, mental health care and educational settings in Michigan may review information included in the Public Health Code, Mental Health Code and information related to criminal convictions and certification by the Michigan Department of Education.

Links to relevant excerpts on information related to this topic are below:

An excerpt from section 20173a(1) of the Michigan Public Health Code may be found at:


An excerpt from section 134a of the Michigan Mental Health Code may be found at:


A Michigan Workforce Background Check Program Legal Guide developed by the Michigan Department of Community Health, Office of Legal Affairs, and the Department of Human Services may be found at:

http://www.lssu.edu/nursing/documents/LegalGuideforCriminalBackgroundChecks.pdf

Information related to Conviction and Certification by the Michigan Department of Education may be found at:

http://www.wmich.edu/education/certification/convictions.htm
COUNSELING SERVICES FOR STUDENTS

As students at Western Michigan University, you are also eligible for counseling services as part of your student fees. If at any time during the program you encounter personal concerns or difficulties for which you believe confidential, counseling services may be useful, you may contact the Sindecuse Health Center-Counseling Services to schedule an appointment at 269-387-1850 or visit http://www.wmich.edu/healthcenter/counseling.

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. Thurgood Marshall Assistantships are awarded to students from minority groups on the basis of scholarship.

2. 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.

3. 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.

4. 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/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
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.

DEPARTMENT FACULTY


*MARY L. ANDERSON, Ph.D. (Oakland University). Assistant Professor. Licensed Professional Counselor; National Certified Counselor. Professional interests: Counselor supervision, school counseling and advocacy, theory and practice of counseling, life/work transitions, and spirituality in counseling.

MARY Z. ANDERSON, Ph.D. (University of Illinois). Associate Professor. Licensed Psychologist. Professional interests: counseling process and outcome, counselor development, career development, and measurement and assessment.

*STEPHANIE T. BURNS, Ph.D (Kent State University) Assistant Professor. Licensed Professional Counselor, National Certified counselor. Professional interests: Psychometrics of career interest inventories, career counseling, post-modern counseling approaches, chronic pain, creativity, empathic responding, client outcomes, assessment, professional advocacy, and professional advocacy, and professional identity.

*STEPHEN E. CRAIG, Ph.D. (University of North Texas). Associate Professor & Unit Director of Counselor Education. Licensed Professional Counselor. 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.

JAMES M. CROTEAU, Ph.D. (Southern Illinois University). Professor. Doctoral Program. Licensed Psychologist, Licensed Professional Counselor. Professional interests: Lesbian, gay, bisexual (LGB) professional issues, LGB career development, anti-racist training and development for White persons, basic counseling skills training, and developmental and preventative approaches.

*JENNIFER M. FOSTER, PhD. (University of Central Florida). Assistant Professor. Licensed Mental Health Counselor, Professional School Counselor, Professional Interests: the developmental impact of childhood trauma, children's mental health, counselor training, wellness and spirituality.


**KELLY A. MCDONNELL**, Ph.D. (Indiana University) Associate Professor and Director of the Center for Counseling and Psychological Services - Kalamazoo. Professional interests: counseling process and outcome, group work and group leader development, supervision, and domestic violence issues.


**GLINDA RAWLS, Ph.D.** (Western Michigan University) Associate Professor, Licensed Professional Counselor, National Certified Counselor, Approved Clinical Supervisor, School Counselor License (K-12). Master Career Counselor. Professional interest: college student development and multicultural issues, school counseling, college counseling, career development and multi-cultural counseling .

**ERIC M. SAUER**, Ph.D. (Michigan State University). Associate Professor, Co-Training Director of Counseling Psychology Doctoral Program, and Director of the Center for Counseling and Psychological Services – Grand Rapids. Licensed Psychologist. Professional interests: counseling psychology, counseling process and outcome, attachment theory, and supervision and training.


**BEVERLY J. VANDIVER** Ph.D. (Ball State University). Professor. Licensed psychologist. Professional interests: counseling psychology, career development & counseling; measurement and assessment, cultural identities; Black racial identity

**JENNIPHER WIEBOLD, Ph.D.** (University of Wisconsin-Madison). Associate Professor and Rehabilitation Counseling Coordinator for the Departments of Counselor Education and Counseling Psychology and Blindness and Low Vision Studies. Professional interests: rehabilitation counseling specializing in blindness and low vision, experiential curriculum development in rehabilitation counseling personnel preparation programs and the impact of employer attitudes in hiring persons with disabilities.

*Faculty denoted with an asterisk may serve as dissertation chair for counselor education doctoral students. Other Department faculty may serve on counselor education student committees as a 2nd member.*
NOTIFICATION OF APPOINTMENT TO A DISSERTATION, THESIS OR SPECIALIST PROJECT COMMITTEE

1. This form is interactive. Please type all information directly in the form before printing out.

2. Gather signatures from the following:
   
   a. Department Chair
   b. Committee Chair and Members
   c. Graduate Program Advisor
   d. Associate Dean or Dean of the Academic College

3. Forward this document to the Graduate College for the Dean's signature

4. The Graduate College will forward a final copy to the Department Chair and to the Graduate Program Advisor.

5. Please submit this document to the Graduate College no later than one week after the committee is formed. Committees should be configured as early in the process as possible in order to ensure that all members have graduate faculty status at WMU.
NOTIFICATION OF APPOINTMENT TO A DISSERTATION, THESIS OR SPECIALIST PROJECT COMMITTEE

<table>
<thead>
<tr>
<th>CURRENT DATE (select from drop down):</th>
<th>DEGREE SOUGHT:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT NAME:</td>
<td>WIN:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ADDRESS:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>STREET</td>
<td>CITY/TOWN</td>
</tr>
<tr>
<td></td>
<td>STATE</td>
</tr>
<tr>
<td>ZIP Code</td>
<td>COUNTRY</td>
</tr>
<tr>
<td>DEPARTMENT/PROGRAM:</td>
<td></td>
</tr>
<tr>
<td>PROGRAM: (Type here if not listed)</td>
<td></td>
</tr>
</tbody>
</table>

Check One:  
- Initial Appointment  
- Revised Appointment (attach rationale for request)

**Proposed Committee Members**

<table>
<thead>
<tr>
<th>NAME</th>
<th>INSTITUTION</th>
<th>DEPARTMENT</th>
<th>DATE (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Type name here and sign above  
(Committee Chair)

Type name here and sign above  

Type name here and sign above  

Type name here and sign above  

Type name here and sign above  

Type name here and sign above  

Type name here and sign above  

Chairperson, Department  
Date Requested  

Advisor of Graduate Program  
Dean or Associate Dean of the Academic College  
(Required for dissertation only)  

Dean, The Graduate College  
Date Approved

**Approved Copies to:** Major Advisor, Department Chair, Graduate Program Advisor
Appendix C

Counselor Education Doctoral Permanent Program of Study

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Dept Course No.</th>
<th>Term Elected</th>
<th>Credit Hrs.</th>
<th>Grade</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Seminar Counselor Education</td>
<td>CECP 6810</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Counseling Theory</td>
<td>CECP 6750</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision in Counseling and Psychotherapy</td>
<td>CECP 6910</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Practicum in Counselor Education</td>
<td>CECP 6950</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Practicum in Clinical Supervision</td>
<td>CECP 6930</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Teaching in Counseling</td>
<td>CECP 6840</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Development</td>
<td>CECP 6940</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Multicultural Counseling</td>
<td>CECP 6820</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship in Counselor Education</td>
<td>CECP 7120</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Analytics I: Designed Studies</td>
<td>EMR 6450</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental and Quasi-experimental Design</td>
<td>EMR 6550</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualitative Research Methods</td>
<td>EMR 6480</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective in research design, data analysis or education</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Seminar</td>
<td>CECP 6990</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Dissertation</td>
<td>CECP 7300</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specialization Courses (Must add to minimum of 12 hrs)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Dept Course No.</th>
<th>Term Elected</th>
<th>Credit Hrs.</th>
<th>Grade</th>
<th>Transfer</th>
</tr>
</thead>
</table>

Total Hours (Minimum 69 hrs)

Dissertation Chair Signature X Date Program Outlined: 
Student Signature X Date Received: 
Final Exam Completed: Thesis Approved: 
Date of Graduation: Hours: G.P.A. 

Copies to Registrar’s Office, Graduate Advisor, Student, Department
ADMISSION TO DOCTORAL CANDIDACY FORM

1. This form is interactive. Please type all information directly in the form before printing out.

2. Gather signatures from your Committee Chair and Members

3. Submit one copy to the Graduate College for the Dean's signature at the following address: 260 W Walwood Hall, Kalamazoo, MI 49008-5242.

4. The Graduate College will send one copy of the form to the Department Chair and a second copy to the Program Advisor.
ADMISSION TO DOCTORAL CANDIDACY

Current Date (select from drop down): ____________ Degree sought (check one): EdD Ph.D.

Candidate's Name: ________________________________

Student WIN: ________________

Current Mailing Address ____________________________

Street_ City/Town_STATE_ZIPCode

Department: ____________________________

Program: ____________________________

Anticipated Date of Graduation (select from drop down): ________________

Date the dissertation proposal was approved by the student's committee (select from drop down): ___________

Does this research require regulatory oversight?* (HSIRBIIACUC/RSC/RDBC) (check one): YES NO

Title of approved dissertation proposal: ________________________________

The student named above has earned or satisfactorily completed the following requirements for admission to Doctoral Candidacy and has received approval by the academic program unit to continue study toward a doctoral degree:

A degree program grade point average of 3.0 or better

Appointment of a doctoral dissertation committee and approval of the dissertation proposal by the committee

All courses (excluding dissertation credit) and program requirements

All research tool requirements

Residence Requirement

Comprehensive Examinations: Refer to Graduate Catalog Academic Policies/Graduation Requirements/Doctoral Program Item 4.

PASSED Date the first Exam was TAKEN: ____________ Date the last Exam was PASSED: ____________

* Dissertations that require approval for data collection from human or animal subjects, radioactive materials or recombinant DNA and that have NOT received prior institutional board approval will not be accepted by the Graduate College.
SIGNATURES:

I hereby apply for admission to doctoral candidacy. I am aware that if my study requires approval to collect data from human or animal subjects, radioactive materials or recombinant DNA that I must secure regulatory approval prior to collecting any data and must submit the approval letter along with this candidacy form. If I am uncertain that my research requires approval, I will contact the Coordinator, Research Compliance for assistance at 269.387.8293. Data collected without approval when approval is required, will not be accepted by the Graduate College and cannot be used in my dissertation.

Student Signature: ____________________________ Date

Committee Chair: ____________________________ Date

Committee Member: ____________________________ Date

Institution: ____________________________ 
Department: ____________________________

Committee Member: ____________________________ Date

Institution: ____________________________ 
Department: ____________________________

Committee Member: ____________________________ Date

Institution: ____________________________ 
Department: ____________________________

Committee Member: ____________________________ Date

Institution: ____________________________ 
Department: ____________________________

External to WMU: ____________________________ Date

Institution: ____________________________ 
Department: ____________________________

GRADUATE DEAN

Date
Appendix E
WESTERN MICHIGAN UNIVERSITY
APPLICATION FOR PERMISSION TO ELECT

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7000</td>
<td>Master's Thesis</td>
<td>6 hours</td>
</tr>
<tr>
<td>7100</td>
<td>Independent Research</td>
<td>2-6</td>
</tr>
<tr>
<td>7120</td>
<td>Professional Field Experience</td>
<td>2-12</td>
</tr>
<tr>
<td>*7200</td>
<td>Specialist Project</td>
<td>6 hours</td>
</tr>
<tr>
<td>7250</td>
<td>Doctoral Research Seminar</td>
<td>2-6</td>
</tr>
<tr>
<td>*7300</td>
<td>Doctoral Dissertation</td>
<td>15</td>
</tr>
<tr>
<td>7350</td>
<td>Doctoral Research</td>
<td>15</td>
</tr>
</tbody>
</table>

*(These courses are subject to a continuous enrollment requirement. This form is only filled out the first time you wish to enroll in 7000, 7200, or 7300 hours.)*

Please indicate your plan for enrolling in the course:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Semester/Session</th>
<th>Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Names _____________________________________________________ WIN Number________________________________________
Address _________________________________________________________________________________________________________
Email Address _________________________________________________ Phone_____________________________________________
Department ____________________________________________________Degree____________________________________________

Description of Study (including methodology, if research or description of field experience [including name 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 for the protection of such subjects or for the use of such materials. (See the reverse side of this form for the specific requirements.) In addition, I understand that The Graduate College will not approve any master's thesis, special project, or doctoral dissertation which does not comply with these requirements, and in that event no credit will be granted for the course.

Signature ___________________________ Date ___________________________
Signature of Faculty Member under whom study is to be completed
Signature of Department Chairperson ___________________________ Date ___________________________
*Signature of The Graduate College ___________________________ Date ___________________________

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

Revised 4/06
REQUIREMENTS FOR RESEARCH INVOLVING
REGULATED SUBJECTS AND HAZARDOUS MATERIALS

All research conducted at Western Michigan University which involves regulated subjects and hazardous materials is subject to the following requirements, as described in the Policies of Western Michigan University and mandated by federal and state requirements:

Human Subjects

Any research involving contact with human research subjects must be approved in advance by WMU's Human Subjects Institutional Review Board (HSIRB). No research involving human subjects is exempt from review by the HSIRB. HSIRB application materials may be obtained from the Research Compliance Coordinator, 251W Walwood Hall (East Campus), phone (269) 387-8293.

HSIRB approval must be obtained prior to any contact with human subjects; the HSIRB will not review or give approval to any protocols in which contact with human subjects has already occurred.

Vertebrate Animals

The use of any vertebrate animals in research, testing, or instructional projects requires prior approval of Western Michigan University's Institutional Animal Care and Use Committee (IACUC). Application materials are available from the Research Compliance Coordinator, 251W Walwood Hall (East Campus), phone (269) 387-8293.

The IACUC reviews applications as received and within two weeks of receipt. Investigators are provided a signed IACUC Certificate upon approval.

Recombinant DNA

Any activity involving the construction or handling of recombinant DNA molecules or organisms and viruses containing recombinant DNA molecules requires prior notification to and, if necessary, approval from Western Michigan University's Recombinant DNA Biosafety Committee (RDBC). The forms for notification and review are available from the Research Compliance Coordinator, 251W Walwood Hall (East Campus), phone (269) 387-8293. These documents are reviewed as received and investigators are notified (and, if required, receive signed approval forms) within two weeks of submission.

Chemical Hazards and Radioactive Materials

Projects involving the use of any chemical hazards or radioactive materials require the approval of the Radiation Safety Committee (RSC). Contact the Radiation Safety Officer at 3928 Wood Hall, phone (269) 387-5933, before initiating research. Such projects also involving animal subjects must be reviewed by the Radiation Safety Officer prior to review by the IACUC.

Additional information on research compliance and application forms is also available online at www.wmich.edu/research.
Appendix F

Western Michigan University
Kalamazoo, MI 49008-5121

Ph.D. in Counselor Education
Check list of benchmarks for 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. Comprehensive Examinations (Designate areas passed)
   No. 1 __________ No. 2 __________

6. Dissertation proposal approved by the Committee
   Title:

7. Internship completed
8. Communication Skills Research Tool Competency
9. Candidacy status approved
10. Dissertation accepted by Committee
11. Oral Exam passed
12. Recommend for degree

(Date degree conferred)

Distribution: The Department
Appendix G

Western Michigan University
Department of Counselor Education and Counseling Psychology
Ph.D. in Counselor Education
CECP 712: Counselor Education Internship

SITE EVALUATION
(WILL BE CONFIDENTIAL)

STUDENT: ________________________________ Semester ________________ Year __________

INTERNSHIP SITE: ________________________________

SITE SUPERVISOR: ________________________________

1. Evaluation of the internship as it relates to your professional goals:

2. Evaluation of the supervision received:

3. Summarize your activities provided which afforded the student the opportunity to engage in a range of professional responsibilities:

_____________________________________________ 
Student Signature Date

Please complete during the final week of the field experience. This form is to be returned to the Faculty Sponsor, Department of Counselor Education and Counseling Psychology. The Faculty Sponsor will issue a grade after receipt of both the Supervisor’s Evaluation Form and the Student Evaluation Form.

Distribution: Faculty Advisor, CE Training Director

L:\CECP Main Office\Handbooks\CED Handbook December 2013\CED Word version Doctoral Handbook.docx