KELLY A. MCDONNELL, Ph.D. (Indiana University). Associate Professor and Director of the Center for Counseling and Psychological Services – Co-Training Director of Counseling Psychology Doctoral Program. Licensed Psychologist. Professional interests: counseling psychology theory, and supervision and training.

MARK ST. MARTIN, Ph.D. (Western Michigan University). Associate professor and Coordinator of Career Counseling Services; Licensed Psychologists, Licensed Professional Counselor, National Certified Counselor, Master Career Counselor. Professional interests: career counseling, career assessments, college counseling, counselor training and supervision and exercise psychology.

JENNIFER WIEBOLD, Ph.D., (University of Wisconsin-Madison). Associate Professor and Rehabilitation Counseling Coordinator for the Departments of Counseling 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.

SELECT UNIVERSITY FACILITIES

The Centers for Counseling and Psychological Services, administered by the Department of Counseling Education and Counseling Psychology, provide an opportunity for students to develop and enhance their counseling/clinical skills. The centers are located in Sangren Hall on Western Michigan University’s campus and in the Graduate Center, downtown Grand Rapids. The centers provide counseling and psychological services to members of the community and to university students referred by the University Counseling Service. The centers are equipped with observational and videotaping facilities that allow students to gain counseling experiences while working closely with their supervisors. In addition, the centers provide training and research opportunities for the department.

The University Library System including the main library (Waldo Library) and three branch libraries, houses over 4.4 million items. Collections in the education and counseling disciplines, including over 723,530 professional journals as well as over 440,000 ERIC documents, are housed in the Education Library located in Sangren Hall. Computer databases, a World Wide Web station, and professional librarians make research materials accessible.

The Office of Educational Technology in the College of Education in Sangren Hall operates two IBM computer labs and one Macintosh lab. These labs provide students with access to multiple word processing packages, spreadsheets, and statistical packages, as well as connections to the University mainframe computer, and the World Wide Web. Lab consultants are available for technical support.

Contact Information

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College of Education and Human Development

Western Michigan University

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.

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.


KELLY A. MCDONNELL, Ph.D. (Indiana University). Associate Professor and Director of the Center for Counseling and Psychological Services. Professional interests: counseling psychology theory and practice, family therapy, family of origin therapy, research in intergenerational transmission processes, alexithymia, rural mental health, and professional issues and ethics.

JOSEPH R. MORRIS, Ph.D. (University of Michigan). Professor. Licensed Psychologist and Licensed Professional Counselor. Professional interests: consultation, assessment, multicultural counseling, and supervision, oppression and liberation, spiritual transformation, and philosophical approaches to psychology and psychotherapy.

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 – Rapid. 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.


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

STEPHANE T. BURR, 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 identity.

PHILLIP J. JOHNSON, Ph.D. (University of Texas at Austin). Associate Professor. Licensed Professional Counselor, Clinical Psychologist. Professional interests: Adlerian psychology and its application to counselor supervision, contributing factors to child/adolescent social interest development, and theories of counseling.

STEPHEN E. CRAIG, Ph.D. (University of North Texas). Associate Professor. Licensed Professional Counselor, Limited Licensed Psychologist. Professional interests: Adlerian psychology and its application to counselor supervision, contributing factors to child/adolescent social interest development, and theories of counseling.


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THE UNIVERSITY

Western Michigan University (WMU) was established by the Michigan Legislature in 1893. The University administration reported nearly 20 percent of the undergraduate and graduate students were enrolled in graduate study in 2005. The graduate college offers 30 doctoral degree programs, 69 master’s programs, one specialist program and 8 graduate certificates programs. WMU is placed in the highest category of Doctoral/Research Universities-Extensive. It has a significant research focus, as indicated by the NSF/Research/Clinical/T. Education/physical, consultation, supervision, vocational psychology, intellectual and personality assessment, supervised practice, and an emphasis in multicultural counseling psychology. Students are able to pursue specialty interests in Counseling Psychology through elective courses and other adjunctive experiences (e.g. involvement in faculty research, individual or group clinical supervision, etc.). In addition to course work and practice, students are required to successfully complete comprehensive examinations, a supervised APA approved pre-doctoral internship, and a dissertation that is psychologically focused. The student’s doctoral chair and committee, along with the Counseling Psychology Training Committee, are responsible for helping the student develop a program of study and for monitoring the student’s progress through the program.

COUNSELING PSYCHOLOGY PROGRAM

The doctoral program in Counseling Psychology began in 1978 and is based on a scientist-practitioner model. The program is accredited by the Commission on Accreditation of the American Psychological Association Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-5979. The program’s philosophy holds that theory, research, and practice are interdependent and complementary. The curriculum and practical experiences are designed to ensure professional competency in all three dimensions and facilitate their integration.

The program resides in the College of Education & Human Development and the Department of Counselor Education and Counseling Psychology. The Counseling Psychology Training Committee is responsible for administering the program which leads to a Doctor of Philosophy (Ph.D.) in Counseling Psychology. Graduates of the program meet curriculum requirements for licensure as a psychologist in Michigan. Because the program is accredited by APA, students typically need two applications to meet curricular requirements for licensure in other states.

Over the last seven years, 90% of students who matriculated in the doctoral program remain current or have graduated. Over the same period, the mean and median number of years to complete the doctoral degree for students entering with a bachelor’s or master’s degree is six (14% took fewer than five years, 24% five years, 27% six years, 19% seven years, and 16% took more than seven years).

Since 1998, 95% of students who applied for pre-doctoral internship were accepted to an internship site (including academic departments, university counseling centers, and community mental health agencies, hospitals, and independent practices). Since 1998, 95% of students who applied for pre-doctoral internship were accepted to an internship site (including academic departments, university counseling centers, and community mental health agencies, hospitals, and independent practices).

THE CURRICULUM

The curriculum was developed by the Counseling Psychology faculty and is based on guidelines and principles of the American Psychological Association (APA) for accreditation of professional psychology programs. Requirements are pursued in the basic scientific core of psychology including research design and statistics, the biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual behavior and human development, and the history and systems of psychology.

Requirements also involve course work in the specialization of Counseling Psychology including professional issues and ethics in counseling psychology, theoretical and practical concerns, consultation, supervision, vocational psychology, intellectual and personality assessment, supervised practice, and an emphasis in multicultural counseling psychology. Students are able to pursue specialty interests in Counseling Psychology through elective courses and other adjunctive experiences (e.g. involvement in faculty research, individual or group clinical supervision, etc.). In addition to course work and practice, students are required to successfully complete comprehensive examinations, a supervised APA approved pre-doctoral internship, and a dissertation that is psychologically focused. The student’s doctoral chair and committee, along with the Counseling Psychology Training Committee, are responsible for helping the student develop a program of study and for monitoring the student’s progress through the program.

MULTICULTURAL AND DIVERSITY EMPHASIS

The program emphasizes the importance of addressing the needs of an increasingly diverse society. To that end the program strives to increase the educational opportunities of racial minorities and diverse student populations. The program creates an atmosphere in which unique values and concerns receive attention and respect. Racial minority and other diversity concerns are integrated into coursework, practice, and supervision. Three courses in multicultural counseling are required: two of which have a focus on race and ethnicity and one in an elective area (e.g., further racial minority studies, psychology of women, lesbian and gay issues in counseling and development, etc.), Faculty and students maintain active professional and research interests concerning various aspects of multicultural and diversity studies.

The program is also committed to recruiting and supporting diverse faculty and students. Among the students who are currently most accurately reflective of the demographic composition of the applicant pool are non-white, 36% of the total applicant pool. Among the admitted students, 20% are African American or African American, 3% are Asian or Pacific Islander, 5% are Hispanic or Latino, 15% are African or African American, 3% are Asian or Pacific Islander, 5% are Hispanic or Latino, and 3% are unknown. The upper limit of the student body is 70, and the lower limit is 30.

29% between 31-40 years, and 3% 41 years or older. Students are also diverse in a number of other ways (e.g., there are openly lesbian and gay students, students with disabilities, etc.). There is also diversity among the faculty in regard to gender, age, sexual orientation, race, ethnicity, and other considerations.

APPLICATION INFORMATION

Admission to the Ph.D. program in Counseling Psychology requires a record of successful academic work. Applicants may be admitted on the basis of a bachelor’s degree or a master’s degree.

Preference is given to applicants with academic backgrounds in psychology, counseling, or a related area. Initial screening of applications is based on an applicant's grade point average, Graduate Record Examination scores, appropriateness of academic preparation, relevance of professional experience, quality of references, appropriateness of career goals, and quality of submitted writing samples.

Applicants to the Counseling Psychology doctoral program should request current admission information from both the University Office of Admissions and Orientation and from the Department of Counseling Education and Counseling Psychology. Admissions to the Counseling Psychology Doctoral Program are offered for the fall semester only.

Materials required by the Graduate College admissions office are:

1. Online Graduate College Application and application fee.
2. Official transcripts
3. Graduate Record Examination scores, including GRE Psychology score if applying on the basis of a bachelor’s degree.

Materials required by the Department include:

1. Copies of all materials sent to the Graduate College
2. Counseling Psychology Program application
3. Thre (3) current letters of recommendation
4. A current resume or vita
5. An autobiography which includes a clear and complete statement of the development of the applicant’s professional goals and how the applicant relates those goals to doctoral studies in Counseling Psychology.

ADMISSIONS PROCESS INFORMATION

Interested program applicants should be aware of the following time line relating to the admissions process. All the above requirements must be received by April 15. If December 10 falls on a weekend or holiday all application materials must be received by the next business day. We recommend that you allow a minimum of two weeks for your materials to arrive by the deadline date.

In mid-February, selected applicants are scheduled for on-campus interviews. Those applicants not selected for interviews are so notified. Interviews take place sometime at the end of February. Selected applicants will be invited to personal interviews with program faculty and students. Following the interview, applicants will be notified of their status for admission into the program. Notification of acceptance, alternate status, or denial is made in early to mid-March. Offers of admission must be accepted or declined by April 15.

The number of applicants recommended for admission each year varies and is determined primarily by the availability of faculty advisors for incoming students. The program received 60 completed applications for 2007-2008, and admitted 8 students. Over the last seven years, 90% of students who matriculated in the doctoral program remain current or have graduated.

COSTS AND FINANCIAL AID

There are a number of sources of financial aid available to graduate students enrolled in Counseling Education and Counseling Psychology, including assistantships, fellowships, and internships.  For 2008-2009, rates per credit hour are $378.88 (in-state) and $802.47 (out-of-state).  Required enrollment fees per fall and spring semesters are $333.00 (5 credit hours and over) or $169.25 (1-4 credit hours).  For summer sessions these are $167.05 (0 credit hours and over) or $84.75 (1-4 credit hours). Required student assessment fees are $21.00 per fall and spring semesters and $10.50 per summer session. Please see http://www.wmich.edu/registrar/tuition/ as rates are subject to change. There are occasional additional fees for items such as liability insurance in some courses and optional health insurance.

A number of Graduate Associateships are available within the department that provide opportunities to gain clinical, teaching, research, and/or program development experience while also meeting financial needs. Department Associateships including stipend and tuition remission are approximately $24,576 (in-state) to $33,340 (out-of-state). The department also maintains a list of other financial aid opportunities that are available to graduate assistants.

Graduate students frequently obtain assistantships in the University Counseling and Testing Center, the College of Education, Research and Sponsored Programs, Holistic Health Department, Division of Minority Affairs, Office of Student Development-Academic Advising, Women’s Studies, and the Office of Lesbian, Bicexual, Gay and Transgender Issues.

Opportunities for financial support from the Graduate College include: Graduate College Fellowships, Doctoral Associateships, Dissertation Fellowships, Research Fellowships, King/Chavez/Parks Fellowships, and Thurgood Marshall Fellowships for qualified applicants. More information may be obtained from the Graduate College, 260 W. Walwood Hall, (269) 387-6122 or visit the following website at: http://www.wmich.edu/grad/funding

Information concerning additional sources of financial aid, including federal loans, grants and work study programs, may be obtained from the Student Financial Aid and Scholarship Office, 3036 Faunce Building, (269) 387-6000 or visit the following website: http://www.wmich.edu/financialaid.

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.