



COUNSELOR EDUCATION AND SUPERVISION

Doctoral Program

Student Handbook

2014-2015

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COLLEGE OF CONTINUING AND PROFESSIONAL STUDIES

Department of Counseling and Human Sciences

Counselor Education and Supervision Program

3001 Mercer University Dr., 375 ACC

Atlanta, GA 30341

(678) 547-6411

www.mercer.edu/CCPS

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Foreword

This Handbook is intended to clarify doctoral candidate expectations and explain procedures relating to the Doctor of Philosophy (Ph.D.) program in Counselor Education and Supervision at Mercer University. The Handbook provides program information to candidates, program advisers, and dissertation committee members, and conforms to current Mercer University policies.

The Handbook is subject to continuous revision and modification. Candidates and faculty are urged to make suggestions for appropriate revisions to the Associate Program Coordinator for the Ph.D. in Counselor Education and Supervision. Doctoral candidates should expect some

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changes in this document as they progress through the program. However, any changes in the technical aspects of the dissertation must be approved at the discretion of the Dissertation Committee Chair, so doctoral candidates should follow closely the recommendations of the Chair.

****NOTE: Exceptions to policies and procedures in this manual must be submitted in writing and approved by the Associate Program Coordinator for the Ph. D. in Counselor Education and Supervision, the counseling program faculty, and Dean of the College of Continuing and Professional Studies.***

Program Purpose, Philosophy and Outcomes

This Handbook is specifically written for new doctoral candidates at Mercer University. It describes the general requirements found in best practice and research of quality Ph.D. programs. The information included in the Handbook has been garnered through many years of experience and by examining the dissertation guides used at other universities. This Handbook does not come with a guarantee—implied or otherwise—because every dissertation committee is different. Therefore, the key recommendation is when in doubt consult with your Dissertation Committee Chair.

Mercer University policies for graduate candidates are specified in the Mercer University *Graduate Catalog*. It is very important that each candidate read and fully understand all the information in the *Graduate Catalog* pertaining to the doctoral program of study in Counselor Education and Supervision.

As the highest academic degree granted by the university, the Ph.D. degree is a research degree designed to prepare the candidate to become a scholar skilled in the application of research in counselor education and the counseling profession. Attainment of a Ph.D. in Counselor Education and Supervision ranks among the most respected accomplishments in the field of counseling. This reality imposes serious professional responsibilities upon the doctoral student in counseling. Such responsibilities demand that a student maximize rather than minimize program obligations. Respect for a doctoral student in counseling is generally proportionate to the student's willingness to expend efforts beyond minimal demands of program requirements. Such efforts may include, but are not limited to, active participation in professional organizations including seeking office or other administrative assignments, presentations and publications of scholarly works, research projects, teaching endeavors within the program, conducting workshops in the community, and interacting with other professionals in the counseling profession in scholarly and service activities.

The Ph.D. candidate is prepared to recognize, evaluate, and interpret issues and problems through close association with faculty experienced in counseling and counselor education. Doctoral candidates become scholars by choosing an area of specialization guided by the Curriculum Committee and undertaking research guided by the Dissertation Committee. The Ph.D. candidate, with assistance from the Dissertation Committee, completes a dissertation that is an original contribution to the research literature.

Mission Statement

The Doctor of Philosophy (Ph.D.) degree complements other graduate degree programs at Mercer University and is consistent with the mission and goals of the College of Continuing and Professional Studies. The mission of the College of Continuing and Professional Studies is to offer undergraduate and graduate academic programs and lifelong learning opportunities for adults who seek leadership roles in their communities and beyond, professional transition and advancement, and lives that have meaning and purpose. The College also contributes to the quality of education provided to students enrolled in other academic units by offering general

education and elective courses at the Regional Academic Centers and on the Macon and Atlanta campuses.

This mission is based upon a fundamental belief in the diversity, dignity, and inherent worth of all human beings and in the central role education plays in a democratic society. The Counseling faculty actively supports the College of Continuing and Professional Studies' commitment to quality instruction and community service. The Ph.D. in Counselor Education and Supervision prepares professionals as practitioners, consultants, counselor educators, supervisors, and researchers. More specifically, the doctoral curriculum in Counselor Education and Supervision will prepare graduates to:

1. Develop advanced expertise in the application of theories and conceptual models to counselor education, supervision, practice, and research;
2. Conduct research that advances the field of counseling;
3. Evaluate the influences of ethical, social, political, demographic, and economic issues on mental health care and counseling;
4. Assume leadership roles in education, supervision, training, practice, and research to improve mental health care and counseling.

Doctoral Program Philosophy

The doctoral program is a professional extension of a core curriculum which is highly specific at the master's and educational specialist degree levels. The master's and educational specialist degrees are essentially practitioner oriented and prepare students for the majority of problems which they may encounter in the field. The sub-doctoral practitioner is apt to be more a consumer, than a producer of research. Doctoral training extends beyond course content hours and field experiences. Doctoral students learn to examine critically the state of the art, to generate research inquiries, and to advance the profession of counseling through oral and written contributions. The doctoral level counselor represents a "scientist-practitioner" model and should be both consumer and producer of research.

Doctoral degree requirements in counseling are rigorous. The selection process for admission to the program considers this factor. Students admitted to the program have convinced the selection committee of potential for successful program completion. Consistent effort, professional commitment, and effective time management should assure attainment of the degree objective: a Ph.D. in Counselor Education and Supervision.

Endorsement Policy

The Department of Counseling and Human Sciences requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Additional Information

For more information about The College of Continuing and Professional Studies, The Department of Counseling and Human Sciences, or the Doctoral Program in Counselor Education and Supervision, please refer to the website at www.mercer.edu or use the following mailing address:

Counselor Education and Supervision
Department of Counseling and Human Sciences
College of Continuing and Professional Studies
Mercer University
3001 Mercer University Dr.
Atlanta, GA 30341

Research Resources and Facilities

Doctoral candidates have access to a variety of research and educational facilities. Candidates are expected to do their own computer work; however, new doctoral candidates are introduced to technology and computer facilities available to them through seminars conducted by faculty and resource staff.

Doctoral candidates are encouraged to use appropriate technology to communicate with colleagues and professors. Candidates are assisted in obtaining an e-mail account with the university. A counseling program ListServe is also maintained for the convenience of current and former doctoral candidates.

University Libraries

The Mercer University Libraries serve as the primary information resource for the Counselor Education and Supervision Program. The Swilley Library in Atlanta serves the Atlanta program. Both Swilley and Tarver (in Macon) libraries have strong collections. The shared University Libraries web-based catalog allows easy identification of library resources for the Counselor Education and Supervision Program. If a desired item is at another Mercer library location, a patron can easily use the “Request” function in the catalog. A courier service travels between the sites every day bringing requested items to the patron who has requested them. This resource sharing ensures that all students and faculty can be served in their academic needs. Each library is open and staffed approximately 90 hours per week.

Swilley Library (Atlanta)

Swilley Library (<http://swilley.mercer.edu>) on the Atlanta campus holds over 152,000 books in print; Atlanta students have access to the same electronic books as the students in Macon. Swilley Library also makes available more than 725 periodicals in print, more than 7,600 online electronic journals, almost 2,000 audio-visual materials, and more than 1.9 million microform units. Databases provided include Research Library at ProQuest, Wilson OmniFile (which includes the Wilson Education Full Text journals as well as Social Sciences and Humanities journals), LexisNexis, and the same EBSCO databases provided at the Tarver Library.

Tarver Library (Macon)

The Tarver Library (<http://tarver.mercer.edu>) houses more than 250,000 volumes in print, over 57,000 electronic books, 13,300 audio-visual items, 475,000 microform units, and 645 current periodical titles. More than 76,000 online electronic journals are available. The library provides access to a variety of scholarly article databases, including Research Library at ProQuest, Wilson Education Full Text, and a suite of Education databases from the EBSCO company (including Academic Search Complete, ERIC, Professional Development Collection, Psychology and Behavioral Sciences Collection, Sociological Collection, PsycINFO, and Mental Measurements Yearbook). The LexisNexis database, especially good for information about legal issues and education, is available.

Online Catalogs

Books and journals can be accessed by the online catalog and retrieval system. The computer system permits off-campus access to databases that retrieve citations to literature such as journal articles, government documents, etc. The library is also linked to more than 11,000 libraries around the world through the Internet.

Access to the online information systems is available not only at the library but remotely from any computer with Internet capability. The Mercer University Libraries are participants in an international interlibrary loan network and also have the capability to order periodical articles from document delivery services.

Interlibrary Loan

All patrons may request non-Mercer items via interlibrary loan from other libraries outside the Mercer system. A web based Interlibrary Loan request form must be completed and submitted to use this service. For more information about library facilities and holdings, go to the library web pages on the Mercer website

Education Research Librarian

Both Swilley (Atlanta) and Tarver (Macon) Libraries have a designated subject specialist/liaison librarian to work with College of Continuing and Professional Studies students and faculty for library instruction and collection development. Counselor Education and Supervision candidates will have access to computers with web access, productivity software, and printing at all teaching locations, both in the libraries and in computer labs.

Library instruction is an important component of library services and all sites provide course related sessions designed to help students with specific class assignments that will require library resources. Candidates are encouraged to investigate the use of bibliographic software such as RefWorks (provided by the Mercer Libraries at no cost to students) or EndNote that would be useful for beginning research and dissertation writing. Mercer's Academic Resource Center offers help with editing and writing in the form of an online writing lab (<http://www.mercer.edu/arc/OWL/index.html>). Students are encouraged to submit their work to the lab for help with their writing.

Program Overview

Mercer University has a history of training outstanding counselors. Beginning in 2001, the Counseling Program at Mercer University quickly established itself as a program of excellence in Counselor Education. Graduates of the Mercer University Counseling Program are highly successful on licensing and certification exams and are strong candidates in the counseling job market, bringing practice skill and contextual understanding that make them stand out in their work. The Ph.D. in Counselor Education and Supervision from Mercer University represents excellence in teaching, training, supervision, and consultation that will set the Ph.D. candidate apart in the counseling profession.

Program Outcomes:

The Ph.D. program in Counselor Education and Supervision prepares Counselor Educators and scholars to:

1. Develop advanced expertise in the application of theories and conceptual models to counselor education, supervision, practice, and research;
2. Conduct research that advances the field of counseling;
3. Evaluate the influences of ethical, social, political, demographic, and economic issues on mental health care and counseling;
4. Assume leadership roles in education, practice, and research to improve mental health care and counseling;
5. Teach in university settings;
6. Provide consultation for counseling services, program development, policy, and service delivery;
7. Provide supervision and training for counselors.

Professional Activities and Professional Involvement

During the doctoral program students will be required to attend seminars each year. These gatherings provide opportunities for collegiality and professional information exchange. In addition, students are expected to attend dissertation defenses within the department. Attendance at defenses enhances scholarly awareness and shows support for fellow students' efforts.

Students are expected to join professional organizations (as student members) that most closely fit with their intended chosen career goals. Possible organizations would be the Licensed Professional Counselors Association of Georgia (LPCA-GA), the Georgia School Counselors Association (GSCA), the American Counseling Association, (ACA), the American Association for Marriage and Family Therapists (AAMFT), the American Association of Christian Counselors (AACC), the American Mental Health Counselors Association (AMHCA), the American School Counselors Association (ASCA), and the Association of Counselor Educators and Supervisors (ACES). Membership in other professional organizations is also encouraged. Students are encouraged to seek office in their affiliated organizations and to demonstrate involvement in the activities of their professional groups.

Students are encouraged to present papers at local, regional, and national meetings related to the profession. It is encouraged that students take advantage of extended learning experiences related to the profession. Some examples would be the annual American Counseling Association Conference, conferences sponsored by other professional counseling associations, international summer schools such as International Conference for Adlerian Summer School Institute (ICASSI), Marriage and Family programs, leadership workshops, and so on.

Independent research projects are strongly encouraged throughout the student's matriculation in the doctoral program. Faculty members support student research and are willing to assist with development of project ideas and data analyses. Accessibility to computer resources on campus provides additional incentive for doctoral students' independent research endeavors. Doctoral students who are considering academic careers are advised that entry-level positions are highly competitive. It is important that the student participate in vitae building activities related to a university position.

Professional Development

Master's level training and much of undergraduate training have relatively structured sequential course arrangements. However, the elective course work in the doctoral program goes beyond the required coursework in those degree programs and should reflect content focus in a special interest area, research methodology, and professional issues geared toward preparing students for the departmental comprehensive examinations.

Although formal course work is an important element of training, it is probably the least important as the student advances in his/her doctoral program. Professional development is advanced by regular exposure to journal literature, attendance at workshops and professional meetings, active involvement in professional organizations, and the production of publications for the literature.

Doctoral students are expected to show maturity and initiative in program planning. Students, with the assistance of the Curriculum Committee Chair, plan and manage their own programs following admission, including asking faculty members to serve on the doctoral Curriculum Committee and doctoral Dissertation Committee.

Faculty members remain available for support and suggestions, as needed. One of the best resources for program planning is consultation with advanced students in the program. After formulation of his/her Curriculum Committee, the student should discuss with the Committee members his/her tentative program of study with a projected timetable for meeting criteria. The completed program of study should be signed by the Curriculum Committee no later than the end of the second semester following admission to the doctoral program.

Professional Perspective

The Ph.D. is rigorous and demanding, requiring time, energy, and resources. At times life may create situations which may impede steady commitment to career objectives.

The student's committee may call attention to slow progress in the program and recommend alternatives, if indicated. Reasonable length of time for completion of the Ph.D. in Counselor Education and Supervision for a student entering with a master's level degree in counseling is approximately four to five years. It's strongly encouraged that students adhere to this guideline. This period includes three years of academic course work including residency, satisfactory completion of the doctoral comprehensive examination, and acceptance of doctoral dissertation prospectus. Internship experiences and completion of dissertation requirements should represent the final year in the student's doctoral program.

If, at any point in the sequence, the student encounters difficulty with one of the required areas delineated above (course work, comprehensive, etc.), completion of all other program requirements must be delayed until the deficit is corrected. Consultation with Curriculum Committee will reveal whether designated checkpoints in the student's planned program have been achieved.

Program Requirements

Admission

Admission to the Ph.D. program in Counselor Education and Supervision in the College of Continuing and Professional Studies will be competitive. Applications will be accepted annually with a deadline of January 31st for application for Fall entry. The number of openings in each class admitted will be determined by the number of faculty able to mentor and supervise each student. The admission requirements are as follows:

- A Master's degree in counseling or a counseling discipline from a regionally accredited college or university with preference given to graduates of CACREP accredited programs;
- A minimum graduate GPA of 3.5;
- Official transcripts from all undergraduate and graduate work attempted;
- An official GRE score report target score of 1100 or higher on the combined quantitative and verbal and 4.0 on the analytic section for results prior to August, 2011. After August, 2011, a score of 156 on the Verbal Reasoning section and 146 on the Quantitative reasoning section of the GRE is needed. Alternatively, an official MAT score report with a target score of 407 or higher is needed. Test scores must be less than six years old at the time of application;
- Submission of a curriculum vitae and copies of any licenses or certifications held;
- An autobiography and personal goals statement;
- A writing sample on a topic of professional interest for counselors;
- Three current letters of recommendation;
- \$35 non-refundable application fee;
- A personal interview with the Counseling Program Doctoral Admissions Committee.

All admission requirements must be met with required documents on file by the application deadline before an interview will be granted.

Students transferring from other universities may be considered for admission to the Ph.D. in Counselor Education and Supervision program. In line with Southern Association of Colleges and Schools (SACS) requirements, the majority of coursework for a degree must be earned at the degree granting institution. Each request for transfer of credit will be evaluated individually in keeping with the accreditation guidelines. Students in the Ph.D. program are expected to establish “residency” by attending school full time for the first thirty hours of the program to establish their research agenda, work with faculty on research, supervision, teaching, and extramural funding. Full time attendance is defined as nine credit hours of graduate study. During this residency period students will be granted Graduate Teaching Assistantships or Graduate Research Assistantships to aid them financially while they study full time. Once program residency is established at the completion of the first thirty hours, students may attend part time or complete external field work or participate in other opportunities in counseling.

Residency

Each student must establish residency in the program. Residency means that a minimum of 30 consecutive hours are completed in full time study in the program. During the residency the student must restrict outside employment to twenty (20) hours per week or less. It is recommended that residency be completed within the first four to five semesters following admission into the doctoral program. Students must take two of the four research core courses within the first two calendar years of admission to the program. During residency the student is expected to spend considerable time on campus beyond attendance in enrolled classes. Students should attend dissertation defenses scheduled within the department and should take advantage of workshops, colloquia or symposia offered on campus or in the metropolitan area. Students may collaborate on research projects with faculty members and/or assist with instructional programs for master's and specialist degree students in counseling. Students may participate in and learn grant writing and extramural funding through searches and participation in the search, design and writing of grants and projects for external funding. **STUDENTS MUST COMPLETE ALL RESIDENCY REQUIREMENTS PRIOR TO ADMISSION TO DOCTORAL CANDIDACY.**

Selection of Doctoral Curriculum Committee

The Curriculum Committee

Students will select a minimum of three and a maximum of five full time faculty members from the Counseling faculty to act as their Curriculum Committee during their first semester in the doctoral program. These Curriculum Committee members will help the student develop a plan of study, including the cognate area, during the first two semesters of their program.

Without extenuating circumstances, the student may not change the members of this committee once selected.

When a student is admitted to the doctoral program in Counselor Education and Supervision, the Associate Coordinator of the Ph.D. in Counselor Education and Supervision acts as the temporary advisor. The student is responsible for establishing a permanent Curriculum Committee during the first semester of coursework. The student will ask one of the Committee members to serve as Chair of the Committee and the Committee will work with the student to develop the curriculum including cognate, internship experiences, teaching, and supervision responsibilities. The student is responsible for establishing, with the approval of his/her committee, the course of study by the end of the second semester of enrollment. The student then files the completed curriculum with the Department Chair and the University Registrar. The program and department, in consultation with the student and the student's Curriculum Committee, reserves the right to recommend changes to the program of study before final approval of the plan may be granted. The approved curriculum **should be established as soon as possible but no later than the completion of 18 semester hours of course work;** or no later than two semesters from the undertaking of course work.

Curriculum Requirements and Course of Study

The Ph.D. in Counselor Education and Supervision at Mercer University requires a minimum of 75 graduate semester hours of study beyond the master's degree, including internship and dissertation requirements. The Ph.D. degree is the highest academic degree granted by American universities. It is awarded to those who demonstrate a mastery of the field in which it is awarded and who complete and defend a dissertation.

The Ph.D. in Counselor Education and Supervision prepares professionals as practitioners, consultants, counselor educators, supervisors, and researchers. The accreditation standards for doctoral studies include a minimum of 63 semester hours beyond the master's degree; a one year internship in Counseling Practice or Counselor Education and Supervision; successful completion of the departmental Doctoral Comprehensive Exams; and completion and successful defense of the dissertation.

Total Program:

Counseling Core-45 hours
Cognate-18 hours
Doctoral Comprehensive Exam
Doctoral Internship-6 hours
Dissertation-6 hours

Total Ph.D. minimum Requirements- 75 semester hours

Specific Curricular Requirements:

Core Requirements: (45 semester hours)

The core represents a common requirement for all Ph.D. students designed by the Counselor Education and Supervision Program to provide a specific body of coursework leading to expertise in research design and methodology, advanced theory, leadership and supervision, as well as awareness of social foundations and advanced counseling practice.

Required Research and Counseling Core Courses:

Research and Statistics:

COUN 830-Research and Statistics I (3 hours)

COUN 831-Research and Statistics II (3 hours)

COUN 832-Research Design (3 hours)

COUN 901-Prospectus Design (3 hours)

Counseling:

COUN 701-Advanced Psychometrics (3 hours)

COUN 702-Advanced Counseling Theory (3 hours)

COUN 703-Advanced Group Counseling and Leadership (3 hours)

COUN 704-Advanced Career Counseling and Development (3 hours)

COUN 705-Advanced Ethical and Legal Issues in Counseling (3 hours)

COUN 706-Advanced Issues of Diversity and Social Justice (3 hours)

COUN 707-Advanced Clinical Practicum (3 hours)

COUN 731-Doctoral Seminar (1 hour repeatable, 3 hours total required)

COUN 801-Leadership and Consultation (3 hours)

COUN 802-Counselor Supervision (3 hours)

COUN 803-Internship in Supervision (3 hours)

Total Core Requirements-45 semester hours minimum

Cognate Area: (18 semester hours)

The student is responsible for developing a cognate area in consultation with his/her curriculum committee that creates a coherent major focus in his/her study in the field of counseling or in a closely related field. Students will first be advised to develop the cognate study in collaboration with their curriculum committee from within the College of Continuing and Professional Studies. Students will first be advised to develop the cognate study in collaboration with their curriculum committee from within the College of Continuing and Professional Studies. Students will be able to select from 600-900 level coursework in the following programs: Counseling (COUN), Organizational Leadership (ORGL), Public Safety Leadership (PSLD), and Human Services (HSRV). Cognate areas available to doctoral students in the counseling program include, but are not limited to: Addictions Counseling, Advanced Psychotherapy, Rehabilitation Counseling, School Counseling, Studies in Couples and Family Counseling, and Trauma and Crisis Counseling. If a student is unable to develop/complete a cognate area from within the College of Continuing and Professional Studies, the student may then examine courses and programs outside of the College of Continuing and Professional Studies to create/complete their 18 hour

cognate. Such programs include, but are not limited to: Educational Leadership or Student Affairs Leadership (Tift College of Education), Marriage and Family Counseling (Mercer School of Medicine), and Pastoral Counseling (McAfee School of Theology). In the rare instance that the student's curriculum committee approves a cognate area that cannot be fulfilled completely with courses offered at Mercer University, the student may, with permission of their curriculum committee, seek course work to fit his/her cognate area from accredited universities outside of Mercer University. Students understand that any course work taken outside of the College of Continuing and Professional Studies is subject to the tuition rates of the college or institution where the course work is taken. In total, students will need to complete 45 hours of core coursework, 18 hours of coursework in the cognate area, 12 hours of clinical coursework, and 6 or more hours of dissertation.

Total Minimum Coursework Requirements: 63 semester hours

Field Work/ Internship: (6 semester hours)

Dissertation: (6+ semester hours)

Total Ph.D. Minimum Requirements – 75 Semester hours

Doctoral Comprehensive Examination

The Comprehensive Examination is the culminating step in completion of requirements for entering doctoral candidacy. It is designed to demonstrate to the faculty that the student is ready to enter the dissertation phase of training. The Comprehensive Examination is used for students to exhibit their ability to use and apply previously acquired knowledge and to examine and apply new research in an inclusive manner. The writing should be geared toward the upper levels of Bloom's Taxonomy: Analysis, Synthesis, and Evaluation. It should not be a literature review or report. Rather, the reader should be able to hear the writer's voice in the writing. Take ideas that are read, analyze them, synthesize them, and come to a new conclusion or conclusions based on them.

Each student will be required to complete successfully comprehensive exams in Theory, Research, and Ethics and Professional Practice. Comprehensive exams will be designed by the student's Curriculum Committee in consultation with program faculty. Each comprehensive exam will include common core components as well as individually developed sections to address each student's focus of study. The comprehensive exams will be administered twice annually, in September and January, and should be taken upon completion of each student's planned course of study.

Students must sign up for the comprehensive examination at least one semester prior to the examination date. For example, students wishing to take their comprehensive examination in January must notify their Curriculum Committee Chair and the coordinator of the Counselor Education and Supervision Program by the beginning of Fall semester in August. Students wishing to take the Comprehensive Examination must complete the Application for Comprehensive Examination found in the appendix of this handbook.

The Comprehensive Examination policy and procedure is as follows:

1. Doctoral students are eligible to take the Comprehensive Examination during the last semester of completion all coursework. This includes both the core coursework (45 semester hours) and cognate area (18 semester hours). The student must have taken at least 57 of the required 63 semester hours and be in the process of completing the remaining 6 hours to apply for permission to take the Comprehensive Examination. Students who have completed all 63 required hours prior to taking the Comprehensive Examination must register for COUN 910: Doctoral Internship and COUN 920: Dissertation, during the semester they plan to take the exam.
2. The Comprehensive Examination will be presented during the Spring and Fall semesters only. The oral portion of the examination will take place approximately one week after candidates turn in their written exam. Dates for Comprehensive Examinations for the upcoming semesters will be announced at the end of each spring semester.
3. The Comprehensive Examination will be comprised of four to five questions. Each question will be answered in its entirety in the format of a publishable paper. References and citations are required as is appropriate APA style.
4. Each student's Curriculum Committee will develop questions for the Examination. The questions will cover both the core elements of the doctoral curriculum as well as elements from the student's cognate area.
5. The doctoral student will be presented with his/her questions by 9:00 AM on Monday morning during the week of the Examination. The student has until 9:00 AM on Monday of the next week to turn in the responses to all questions. Responses may be turned in via email. Copies of each response will be given to the members of the student's Curriculum Committee on the deadline date.
6. Each answer must be the student's own work. Students may not consult with anyone, use portions of papers or tests previously written, plagiarize, discuss answers, or otherwise seek or use work that is not your own, before turning in the papers on the assigned date. Failure to follow the guidelines may result in a non-pass grade on the exam.
7. Students are reminded that plagiarism can include use of their own work from previous academic papers. Use of portions of unpublished papers must still be cited.
8. The curriculum committee will review the written responses presented during the week following the administration of the Examination. There will then be an oral portion of the examination scheduled during which the doctoral student will meet with his/her curriculum committee and discuss the responses to all of the questions. A decision on passing each question will be rendered after all questions are summarized orally.
9. In order to pass the Comprehensive Examination, the doctoral student must pass both the written and oral sections of the examination. Successful completion of the Examination indicates that the doctoral student is eligible to begin work on his/her dissertation and continue into advanced internship.
10. Should a doctoral student receive an unsatisfactory evaluation from the faculty on any part of the Examination, that student will wait until the next administration of the examination to repeat only that section that was found unsatisfactory. Decisions of the committee are final.

11. A doctoral student may repeat part or all of the comprehensive examination three times before remediation is put into place. If the student is unable to pass the examination after the remediation period, there is a possibility of dismissal from the doctoral program.

The Curriculum Committee will continue to advise and follow the student throughout the completion of required coursework leading to eligibility for the Comprehensive Examination. The Curriculum Committee will develop the questions to be answered during the Comprehensive Examination, will schedule and hear the defense of the examination, and will render a decision as to the acceptance of answers to the Comprehensive Examination questions.

Field Work/Internship: (6 semester hours)

COUN 910-Doctoral Internship (3 hours repeatable)

Each student must complete a minimum one academic year, 6 hours, of internship. Students work closely with their Curriculum Committee Chair to develop an internship acceptable to the committee in an area of practice, research, consultation, or counselor education and supervision. In compliance with CACREP standards, each six hour Internship must consist of a minimum of 600 hours of experience in the area approved by the student's committee.

The internship plan will be reviewed by the Associate Program Coordinator for the Ph.D. in Counselor Education and Supervision and he/she reserves the right to alter the experience at his/her discretion to meet CACREP requirements or to assure the experience provides the intended benefit appropriate to the program and student's need.

A student who has completed a CACREP accredited master's degree with a 600 hour internship will be required to complete a 600 hour internship at the doctoral level. A student who graduated from non-CACREP accredited programs may be asked to complete additional actual clock hours of service, dependent on the internship plan and student need. This may include individual, couple, family or group counseling activities, school guidance activities, clinical supervision hours, teaching and class preparation hours, consultation activities, and research

Note that for a teaching internship; teaching two Master's level courses is the equivalent of 300 hours of internship. Teaching must include preparation and delivery of course materials, in addition to other responsibilities as assigned by the supervising professor. In the case of supervision, supervising one section of Master's level internship or practicum experience is the equivalent of 150 hours of internship.

Specific policies, procedures, and forms concerning the Doctoral Internship can be found in the Ph.D. in Counselor Education and Supervision Internship Manual.

The student and the curriculum committee are responsible for adhering to CACREP and program requirements regardless of the internship developed.

Prior to enrolling in the internship the student must have completed the following courses:

Research and Statistics:

COUN 830-Research and Statistics I (3 hours)

COUN 831-Research and Statistics II (3 hours)

COUN 832-Research Design (3 hours)

COUN 901-Prospectus Design (3 hours)

Counseling:

COUN 701-Advanced Psychometrics (3 hours)

COUN 702-Advanced Counseling Theory (3 hours)

COUN 703-Advanced Group Counseling and Leadership (3 hours)

COUN 704-Advanced Career Counseling and Development (3 hours)

COUN 705-Advanced Ethical and Legal Issues in Counseling (3 hours)

COUN 706-Advanced Issues of Diversity and Social Justice (3 hours)

COUN 707-Advanced Clinical Practicum (3 hours)

COUN 801-Leadership and Consultation (3 hours)

COUN 802-Counselor Supervision (3 hours)

COUN 803-Internship in Supervision (3 hours)

COUN 731-Doctoral Seminar (1 hour per year for three years)

Total: 45 Credit Hours

Cognate: 18 Credit Hours

Total Credit Hours Complete 63 Credit Hours

In addition, doctoral students must have successfully completed the Comprehensive Examination or have applied to take the Comprehensive Examination during the first semester of internship. Students who are not successful in passing all parts of the Comprehensive Examination will need to withdraw from Internship and reschedule the Internship for the next semester that the Comprehensive Examination is available.

The student must have signature approval on the Internship Agreement from the Doctoral Program Coordinator **BEFORE** actually beginning the internship.

Signature Approval on the Internship Agreement by the Program Coordinator for the Ph.D. in Counselor Education must be obtained no later than 7 weeks prior to the date the graduate student counselor desires to begin his or her internship. When the Internship Agreement has been processed, an approved copy of the Agreement will be sent to the student. The official date after which the graduate student counselor may begin his/her internship will be noted on this copy of the Agreement. In addition, the student will give an approved copy of the Agreement to the On Site Supervisor. **Internship hours completed by the student intern prior to the official date for the start of the internship will not be counted toward meeting the clock hour requirement.**

Total Minimum Field Work/Internship Requirements- 6 semester hours

Admission to Candidacy

Upon successful completion of the program of study, internship experience, and comprehensive exam, the student may apply for Candidacy in the Counselor Education and Supervision program. The student is responsible for completing the Application for Admission to Candidacy, and consulting with his/her Curriculum Committee to assure that all curricular, field experience, and exam requirements have been completed. The Committee signs the form if the above listed requirements have been met and the student requests an appointment with the program coordinator for an interview, review, and approval of admission to candidacy. Once fully admitted to candidacy the student is permitted to begin the formal process of presentation of the dissertation.

Dissertation: (6 semester hours minimum)

The Dissertation Committee

Once the student has successfully passed the Comprehensive Examination, he/she can formally select the members of his/her Dissertation Committee. The student will select a minimum of three and a maximum of five faculty members to comprise their Dissertation Committee. These faculty members may be full time or adjunct faculty members who are employed by Mercer University, or in some circumstances, professionals with an earned Ph.D who have expertise necessary to the doctoral candidate's research. At least two members of the Dissertation Committee must be full time faculty members in the Counseling Program. It is suggested that the student not select their Dissertation Committee until they near the completion of coursework as interests and research areas often change during the course of study. The student may begin informal discussions of dissertation topics, research interests, and refinement of ideas with his/her Curriculum Committee.

It is the charge of the Dissertation Committee to guide the student through the dissertation process, to critique and evaluate each section of the dissertation, and to advise the student of all necessary and relevant changes to be made to the dissertation. This committee will have responsibility for approving the proposal and hearing both the prospectus defense and the final defense of the dissertation and will make all decisions regarding the ability of the student to move forward with dissertation and to graduation. The decisions of the Dissertation Committee are final.

Without extenuating circumstances, the student may not change the members of this committee once selected.

The Ph.D. degree is a research degree. The dissertation should be a broad, complex, and innovative undertaking of original research. Students are encouraged to begin refining a dissertation topic and working on the dissertation research upon admission to the Counselor Education and Supervision program under the advisement and direction of the student's curriculum committee. The student may **NOT**, however, begin formal presentation of the prospectus or dissertation until admitted to candidacy. Each student is responsible for developing a doctoral dissertation committee whose members may or may not include the

individuals who served on the student's doctoral curriculum committee. A minimum of three committee members are required and a maximum of five committee members are allowed. A minimum of two members of the committee must be Mercer University faculty from within the Counseling program, and a minimum of one member must be from outside the program, preferably from outside the department. This external reader may be someone not affiliated with Mercer University who represents a major interest or area of focus for study, research or practice of the student.

At least one member of the committee must have been a member of the student's curriculum committee. This provision assures continuity in faculty monitoring and mentoring of the doctoral student's progress throughout the program.

Each student will work closely with his/her dissertation committee to develop an appropriate topic of original research for the dissertation. Students are encouraged to begin planning for the dissertation upon enrollment in the Ph.D. program. Students must register for dissertation credit each semester after completion of the comprehensive exam and for a minimum of two semesters while researching, writing, and defending their work. A minimum of 6 hours of dissertation credit is required.

COUN 920-Dissertation (1-3 hours repeatable)

Total Minimum Dissertation Requirements-6 semester hours

Proposal, Prospectus, and Dissertation Timeline

The student should read and follow the guidelines in the [Guidelines for Prospectus and Dissertation Manual](#) in consultation with his/her Dissertation Committee for preparation and defense of the Prospectus and Dissertation.

Total Program:

Counseling Core-45 hours
Cognate-18 hours
Doctoral Comprehensive Exam
Doctoral Internship-6 hours
Dissertation-6 hours

Total Ph.D. minimum Requirements- 75 semester hours

Grades

Candidates in the Ph.D. program must earn a “B” or better for each course. Candidates may repeat a specific course one time but may not repeat more than two courses in the program. Candidates who fail to meet these criteria will be dismissed from the program. To be eligible for graduation, a candidate must maintain a 3.50 average on all graduate courses included on the

candidate's doctoral program of study. All courses carrying graduate credit at Mercer University are numbered 600 or above. Courses numbered 800 and above are open to doctoral candidates only.

Incomplete Grades

All "Incompletes" (IC) must be removed before the candidate can register for the next courses on the program of study. IC grades must be removed by the middle of the next semester of enrollment to prevent the conversion from IC to F.

Discipline and Screening Procedures

Counselor Educators have an ethical responsibility to screen from the field any student or candidate who, for academic or interpersonal reasons, may pose a threat to do harm to a client, the program, or an agency with whom Mercer University has contracted for placement in field experience/internship, teaching, training, supervision, or consultation. As such, assessment of a student's academic performance, practice skills, and interpersonal skills is continuous. Students who have such issues may be required to attend personal counseling, take some time off from the program, or may be dismissed from the program altogether depending on the nature of the problem. Students may appeal any decision of the program that results from action under the discipline and screening procedure

Academic Grievance

Policy

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, gender, religion, race, marital status, national origin, or disability.

Time Frame

For grievances of any kind, students are required to initiate appeals with the appropriate faculty member no later than 30 days from the completion of the term in which the course was offered. Appeals received after this period will not be honored.

Informal Resolution Procedure

Student grievance procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the complaint by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Process.

Formal Resolution Procedure

The following protocol should be followed:

1. The student should meet with the appropriate department chair or program director after submitting to this person a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the instructor's decision.
2. If the grievance is not satisfactorily resolved by the department chair or program director, the student should meet with the associate dean after submitting to the associate dean a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the department chair's or program director's decision.
3. If the grievance is not satisfactorily resolved by the associate dean, the student should meet with the provost after submitting to the provost a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the associate dean's decision.

If the student has a complaint against a dean, he or she should schedule an appointment with that dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the complaint with that dean, the student may appeal to the provost. In all grievance procedures, the decision of the provost is final.

Nonacademic Grievance

Policy

Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

Informal Resolution Procedure

Many grievances can get resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Resolution Procedure

When a student wishes to file a formal complaint that is nonacademic in nature and does not pertain to student conduct, he or she should follow this procedure:

1. The student should submit the complaint in writing to the University employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought. A copy of the

statement must also be presented to the employee's supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.

2. The employee respondent will meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the written grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources.
3. If a student is not satisfied with the results of the discussion and/or with the reply and wants the grievance to be considered further, the student may appeal in writing to the employee respondent's supervisor. A copy of this appeal must be sent to the Associate Vice President of Human Resources. This appeal to the supervisor must begin within ten (10) days after the student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee's supervisor within ten (10) days of the meeting between the student and the employee's supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.
4. If the student is not satisfied with the results of the appeal to the supervisor and wants the grievance to be considered further, the student will have an opportunity for further appeal as follows:
 - (a) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *within a specific school or college*, the student may appeal to the Dean with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources.

If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after

consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources.

(b) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *outside of the administrative organization of a specific school or college*, the student may appeal to the Vice President with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources.

The dean of students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures."

Health Insurance

University policy mandates that all enrolled students (except those in distance learning and in the Regional Academic Centers) must maintain health insurance coverage. Students are automatically charged by the University for health insurance every time they register for classes. This charge can be removed by completing the online waiver form before the end of the waiver period. To complete the waiver process, go <https://bursar.mercer.edu/macon/insurance/>. Students must complete the waiver before the stated deadline. Failure to complete this form before the deadline will result in insurance being purchased for you and charged to your account. For more information on student health insurance, please contact Chartis, Inc. by calling 1-888-622-6001 or by visiting <http://www.studentinsurance.com>."

Immunization Policy

The Mercer University Student Health Form is required and must be signed by a physician or other health care provider, and stamped with the provider's name and address. Students are encouraged to keep a photocopy of this completed form for their personal records.

All students born after 1956 must provide a statement of immunization against Measles, Mumps, and Rubella (MMR), giving the month, day, and year of immunization. A statement of "up to date" is not sufficient. Two doses of Measles (Rubeola) vaccine, two doses of Mumps vaccine, and one dose of Rubella are required. You must have been at least 12 months old when the first Measles dose was received. Previous diagnosis of disease is proof of immunity against Measles and Mumps (a physician's statement is required), but not proof of Rubella.

If a student is unable to provide dates of immunization to Measles, Mumps, and Rubella, he or she may document immunity by blood test, at the student's expense. If this testing shows no immunity to Measles, Mumps, or Rubella, the student may register following documentation of the first dose of MMR, with the second to follow in 30 days, if required.

Tuberculosis (TB) screening (within the past year) is required of all new students. Students at risk for TB will be required to have a PPD skin test (Mantoux). The Tine tuberculosis test is not acceptable. Students should be tested regardless of prior BCG vaccination. Any student with a positive skin test will be required to provide a report of a normal chest x-ray (done after the positive PPD) to be eligible to register. A physician should evaluate individuals with a positive tuberculosis skin test.

Do not assume that childhood immunizations are adequate; requirements have changed during the past several years. Medical facilities in the U.S. and in other countries are required to keep records of vaccinations. Additional sources of immunization information include doctors' offices, health departments, and schools. Students should make copies of the completed health form for their own files, and then mail the original forms. Do not rely on health care providers, family members, or other colleges to mail the forms.

Exemptions from compliance with the immunization policy include:

1. Religious exemption, written on letterhead stationery, signed by a religious official and notarized.
2. Medical exemption, written on office stationery, and signed by a health care provider. The letter should state the reason for the exemption, and whether the exemption is permanent or temporary.

Immunizations for the following diseases are recommended, but not mandatory: chickenpox (varicella), hepatitis A, hepatitis B, polio, and tetanus. The most recent tetanus booster should have been within the past 10 years. Immunization against meningococcal meningitis is recommended for college students.

Graduation

To complete the doctoral degree, the candidate must meet all requirements established by the Department of Counseling and Human Sciences and the College of Continuing and Professional Studies. The following requirements must be documented:

1. All prerequisites set as a condition for admission have been met.
2. The student has completed a program of study developed by the student and the doctoral Curriculum Committee to consist of a minimum of 63 hours of study comprised of the following elements:
Counseling Core-45 hours
Cognate-18 hours
3. The student has successfully completed the doctoral level internship requirement.

2. The student has successfully completed the Doctoral Comprehensive Exam.
5. The student has successfully completed the Dissertation.
6. The student has been approved by the Dissertation Committee, the Associate Program Coordinator for the Ph.D. in Counselor Education and Supervision program, Chair of the Department of Counseling and Human Sciences and the Dean of the College of Continuing and Professional Studies.
7. A grade point average of 3.50 has been maintained in all courses of the program of study (no course with a grade below B may be placed on the final program of study).

Application for Graduation

The candidate completes and files the application for graduation no later than the first day of classes for the term preceding that in which the applicant expects to complete degree requirements. The deadline for submitting the application is published by the University each semester. The appropriate fee must accompany the application. The candidate must be enrolled for at least three (3) semester hours of credit in the semester in which graduation requirements are completed.

Candidates submitting the dissertation after the posted deadline will not be eligible for graduation until the following semester.

Name on the Diploma

As a candidate for the doctoral degree, you must use your legal name as it is recorded officially at Mercer University. Your name will appear on your diplomas in this order: First name, Middle name, Last name. If you are uncertain about how your name is recorded at Mercer and how it will appear on your diploma, it is important that you contact the Registrar's Office. If your name appears to be incorrect in any way, please report the problem to the Registrar's Office.

Graduation Ceremony

Graduation ceremonies are conducted in May. Ph.D. Degree candidates are required to attend in formal academic regalia. Retainable cap, gown, hood, and tassel may be purchased at the Mercer University Bookstore. Personalized or generic graduation announcements which include date, time, and place may also be purchased.

Appendix
Doctoral Forms



College of Continuing and Professional Studies
Ph.D. in Counselor Education and Supervision Program
Ph.D. Curriculum Approval Form

Name: Student ID#: Date:

Required Research and Counseling Core Courses: Cognate (18 hrs. min)

Research and Statistics:

- COUN 830-Research and Statistics I (3 hours)
COUN 831-Research and Statistics II (3 hours)
COUN 832-Research Design (3 hours)
COUN 901-Prospectus Design (3 hours)

Doctoral Counseling Seminar:

COUN 731-Doctoral Seminar (1 hour each year of coursework totaling 3 hours)

Counseling:

- COUN 701-Advanced Psychometrics (3 hours)
COUN 702-Advanced Counseling Theory (3 hours)
COUN 703-Advanced Group Counseling and Leadership (3 hours)
COUN 704-Advanced Career Counseling and Development (3 hours)
COUN 705-Advanced Ethical and Legal Issues in Counseling (3 hours)
COUN 706-Advanced Issues of Diversity and Social Justice (3 hours)
COUN 707-Advanced Clinical Practicum (3 hours)
COUN 801-Leadership and Consultation (3 hours)
COUN 802-Counselor Supervision (3 hours)
COUN 803-Internship in Supervision (3 hours)

Please read and follow the Curriculum Committee Guidelines in the Doctoral Handbook. Each Curriculum Committee must consist of a minimum of three (3) faculty with one full time faculty member designated as Chair. The student is responsible for coordinating with faculty members in other colleges and disciplines for assistance in developing the Cognate. The Curriculum Committee is responsible for assuring that the cognate represent a coherent plan of study in keeping with the CCPS mission, the Counseling Program goals, CACREP guidelines, and the student's professional growth and development.

Signatures of the Curriculum Committee signify that the program of study for the Ph.D. student in Counselor Education and Supervision meet the guidelines of the program and the College of Continuing and Professional Studies and that the student has made arrangements to meet the requirements of the curriculum.

Student Signature and Date Chair/Curriculum Committee and Date Committee Member and Date
Committee Member and Date Committee Member and Date Committee Member and Date
Coordinator of Doctoral Studies Signature and Date Department Chair Signat



College of Continuing and Professional Studies
Ph.D. in Counselor Education and Supervision Program

Application for Comprehensive Exam

Student's name (print) _____ Student ID #: _____

Program of Study – Number of hours completed: _____ Date entered program: _____

Date of Exam: _____

Student's Signature

Date

Program Advisor

By signing this form, the Program Advisor attests that he/she has verified the applicant will have completed all of his/her course work or will be taking the final 6 credit hours of course work during the semester of the comprehensive examination and is proficient in research tools and methodology.

(print name, sign, and date)

Program Committee Members

(print full name)

(professor signature and date)

(print full name)

(professor signature and date)

Coordinator of Doctoral Program



College of Continuing and Professional Studies
Ph.D. in Counselor Education and Supervision Program

Report of Comprehensive Exam Results

_____ took the Comprehensive Examination as specified
(Student's name)
in the curriculum for the Doctor of Philosophy in Counselor Education and Supervision. The
undersigned Curriculum members verify that he/she

WRITTEN COMPS

_____ passed

_____ did not pass (see attached)

(Committee Chair signature/date)

(Student signature/date)

(Coordinator of Doctoral Studies/date)

ORAL COMPS

_____ passed

_____ did not pass (see attached)

(Committee Member signature/date)

(Committee Member signature/date)

(Committee Member signature/date)

(Chair, Dept. of Counseling and Human
Sciences)



College of Continuing and Professional Studies
Ph.D. in Counselor Education and Supervision Program

Doctoral Dissertation Committee

The dissertation committee must consist of a minimum of three and a maximum of five members. The committee may include a maximum of one external reader.

Candidate:

(Last) (First) (Middle)

MUID#: _____

Committee Chair:

(Please print or type name) _____

Signature and Date: _____

Committee Member:

(Please print or type name) _____

Signature and Date: _____

Committee Member:

(Please print or type name) _____

Signature and Date: _____

Committee Member:

(Please print or type name) _____

Signature and Date: _____

Committee Member:

(Please print or type name) _____

Signature and Date: _____

Program Coordinator for CES:

Signature and Date: _____



College of Continuing and Professional Studies
Ph.D. in Counselor Education and Supervision Program

Prospectus Proposal Approval

Title:

Author/Doctoral Candidate:

Date of Defense:

Location:

Brief Synopsis:

_____	_____	_____	_____
Candidate	Date	Dissertation Committee Chair	Date
_____	_____	_____	_____
Committee Member	Date	Committee Member	Date
_____	_____	_____	_____
Committee Member	Date	Committee Member	Date
_____	_____	_____	_____
Department Chair	Date	Dean, CCPS	Date



College of Continuing and Professional Studies
Ph.D. in Counselor Education and Supervision Program

Dissertation Defense Announcement

The Ph.D. in Counselor Education and Supervision degree program in the Department of Counseling and Human Sciences of the College of Continuing and Professional Studies announces the public presentation and defense of the following Dissertation:

Title:

Author/Doctoral Candidate:

Date of Defense:

Location:

Brief Synopsis:

_____	_____	_____	_____
Candidate	Date	Dissertation Committee Chair	Date
_____	_____	_____	_____
Committee Member	Date	Committee Member	Date
_____	_____	_____	_____
Committee Member	Date	Committee Member	Date
_____	_____	_____	_____
Department Chair	Date	Dean	Date



College of Continuing and Professional Studies
Ph.D. in Counselor Education and Supervision Program

Dissertation Approval

Title:

Author/Doctoral Candidate:

Date of Defense:

Location:

Brief Synopsis:

_____	_____	_____	_____
Candidate	Date	Doctoral Committee Chair	Date
_____	_____	_____	_____
Committee Member	Date	Committee Member	Date
_____	_____	_____	_____
Committee Member	Date	Committee Member	Date
_____	_____	_____	_____
Department Chair	Date	Dean, CCPS	Date

