DOCTORAL PROGRAM
Handbook

Counselor Education and Supervision

Revised August, 2013

SIU Southern Illinois University
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INTRODUCTION

MISSION STATEMENT

The mission of the Counselor Education Program is to prepare doctoral level professionals in counselor education and supervision and to provide opportunities for ongoing learning and development in the core areas of teaching, research, supervision, clinical work, and professional service. The program serves a diverse student body from the quad-state area of southern Illinois, southeast Missouri, southern Indiana, and northern Kentucky; regional and national urban centers; and the international arena. Faculty expect graduates to be knowledgeable and skilled in their cognitive area of expertise, to be understanding and sensitive to the needs of the diverse populations they serve, and to be skilled in the creative application of current technologies. Faculty are committed to preparing ethically responsible counselor educators and supervisors who are critically reflective about their profession and who recognize they must continue to learn and refine their knowledge, values, and skills throughout their professional lives.

COMMITMENT TO DIVERSITY

The American Counseling Association’s Code of Ethics and Standards of Practice (2005) govern the behavior of professional counselors and students in counseling programs. Section C.5. Nondiscrimination states: “Counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, Religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law. Counselors do not discriminate against clients, students, employees, supervisees, or research participants in a manner that has a negative impact on these persons.” (p. 10). The counseling faculty promote the welfare and well-being of all human beings. Students entering into the counseling program are held to these standards and the philosophy shared by the faculty.

STUDENT RECRUITMENT POLICY

It is the policy of the Counselor Education Program at Southern Illinois University Carbondale to actively recruit all qualified persons without regard to race, color, religion, sex, national origin, age, sexual orientation, or marital status. The Program recognizes that the barriers of race, color, religion, sex, national origin, age, disability, sexual orientation, or marital status of some individuals have resulted in their denial of full participation in all societal functions and is, therefore, committed to taking affirmative steps aimed at overcoming such historical patterns of discrimination. The program actively seeks to recruit students from diverse backgrounds to enhance the learning environment of the program.
PROGRAM OVERVIEW

OBJECTIVES
The Doctor of Philosophy degree in Education with a Counselor Education specialty is designed to prepare counselor educators, researchers, and supervisors. To this end, students develop competencies for leadership and instructional roles in counselor education and supervision, advanced counseling practice, and research. Students are expected to develop their own unique specialties within counselor education and supervision. Faculty adhere to the belief that effective counselor educators and supervisors must demonstrate:

1. Respect for the dignity and worth of all individuals in a diverse and multicultural society.
2. Commitment to self-development and fulfillment of human potential.
3. Integration of educational and counseling processes.
4. Knowledge of related mental health professional fields.
5. Understanding and conceptualization of and adherence to the Ethical Standards of the American Counseling Association (ACA) and its Divisions and to federal and state legislation, policies, and judicial rulings that define the practice of a professional counselor.
6. Active member involvement in ACA, its Divisions and Branches, and other associations related to professional practice including leadership and social advocacy.
7. Advanced levels of counseling skill with individuals, groups, and/or marriages, families, and couples, and for career development.
8. Competency in the practice and evaluation of teaching and instructional methodologies.
9. Conceptual understanding of counselor development and mental health practices as they apply to instruction and supervision of counselors and counselors-in-training.
10. Application and evaluation of research methodology applied to counseling and counselor education.
11. Synthesis of knowledge demonstrated by original research and scholarly contributions to the field of counseling and counselor education.
12. A commitment to reflective inquiry as a formal and informal part of professional responsibilities.

In sum, graduates must demonstrate excellence in all knowledge and skills required to work effectively as counselor educators and supervisors in a multicultural context.
**ACCREDITATION**

The Counselor Education and Supervision Doctoral program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meet the 2009 Standards. Accreditation is expected to be re-newed in 2014. SIU is accredited by the North Central Association of Colleges and Secondary Schools (NCACSS).

**DOCTORAL CURRICULUM**

**Doctor of Philosophy in Education Degree**

**Concentration in Educational Psychology**

**Counselor Education Specialization**

The required program of study consists of a minimum of 86 semester hours beyond the master’s degree and includes a 12-hour professional core in the College of Education and Human Services (COEHS), a 44-hour Counselor Education program core (*minimum counseling classes 17 + research classes 15 + clinical hours 12 = 44 credit hours*), 6 hours of electives and a minimum of 24 hours of dissertation credit. Course work taken in other departments or institutions prior to admittance may be accepted as part of the program of study at the discretion of the student's doctoral committee and upon approval of the Dean of the College of Education and Human Services and the Graduate School.

The program of study consists of the following six components:

1. **The College of Education and Human Subjects Professional Core**
   Required of all Ph.D. in Education students (12 hrs.)
   - EDUC 510 Introduction to Doctoral Studies in Education (3 hrs.)
   - EDUC 511 Doctoral Seminar in Philosophical and Cultural Foundations of Education (3 hrs.)
   - EPSY 505 Introduction to Quantitative Research Methods (3 hrs.)
   - EAHE 587 Introduction to Qualitative Research (3 hrs.)

2. **The Counselor Education Program Core** (44 hours)
   Required doctoral program course work builds on accredited master’s program requirements and covers all doctoral content areas identified by CACREP Standards. (*minimum 17 + 15 + 12 = 44 credit hours*)

(Note please: Required doctoral program course work builds on accredited master’s program requirements and covers all doctoral content areas identified by CACREP 2009 Standards. Prerequisites may be required if the MS obtained is not compliant with or equivalent to the MS 2009 CACREP standards.)

Required courses are:

**Counseling Core (17 credit hours)**

- EPSY 511 Instructional Psychology (3 hrs.)
• EPSY 551 Supervision of Practicum (3 hrs.)
• EPSY 568A Topical Seminar in Counseling: Professional Orientation (3 hrs.)
• EPSY 568B Topical Seminar in Counseling: Advanced Theory (3 hrs.)
• EPSY 568C Topical Seminar in Counseling: Conducting Research (3 hrs.)
• EPSY 595 Internship in Psychology of Teaching (2 hrs. minimum)

3. Research Core (15 credit hours) Note, these are in addition to EPSY 505 and EAHE 587 listed in the COEHS doctoral program requirements listed above. However, one of the below will also serve as the additional course required in the COEHS core.

• EPSY 506 Inferential Statistics (4 hrs.) or if you show evidence of competence in an additional quantitative course must be taken.
• EPSY 507 Multiple Regression (4 hrs.)
• EPSY 576 Research Issues in Educational Psychology (4 hrs.) or equivalent as agreed upon by your committee.
• An additional qualitative course chosen in conjunction with your advisor/committee

4. Clinical Experiences Core (12 credit hours minimum)

Doctoral Practicum: Students are required to complete a minimum of six credit hours of advanced practicum in three areas: EPSY 594 (1-6) individual, group, and either marital, couple and family or career. Practica may be completed at the SIUC Clinical Center or other approved settings appropriate to career goals. During practica and internships, students must receive one hour per week of individual supervision or a minimum of two hours per week of small group supervision by a supervisor with a doctorate in counselor education or closely related field.

(6 credits minimum)

• EPSY 594 Counseling Practicum: Individual Counseling (2 hrs.)
• EPSY 594 Counseling Practicum: Group Counseling (2 hrs.)
• EPSY 594 Counseling Practicum: Career Counseling (2 hrs.)
• or
• EPSY 594 Counseling Practicum: Marriage, Couple and Family Counseling (2 hrs.)

Doctoral Internship (EPSY 597 - 6 credits minimum): Each student develops an internship plan that is consistent with his or her career goals and includes those activities typical of a counselor educator and as outline by CACREP: counseling activities, professional association work, supervision, teaching, and research. The internship plan does not include dissertation work. Students may request approval of an internship plan after completing all practica and the course on supervision. The plan must be approved by the program faculty before beginning the internship; however, a request to amend the plan may be submitted in writing to the program chair during internship.

5. Electives (minimum 6 credit hours)

The student, in consultation with their doctoral program committee, will select supporting courses and experiences for their career and research emphasis (minimum 6 hrs.).
Coursework in such cognate areas of study as Educational Psychology, Higher Education and Administration, Health Education, Clinical and Counseling Psychology, Sociology, etc.

6. **Dissertation (24 credit hours)**

The student is expected to conceive, plan, and execute a scientific research study appropriate for the chosen area of specialization and compatible with the nature and scope of the Department (24 hrs.).

(Source: Adapted from the 2012-2013 Graduate Catalog.)

Required doctoral program course work builds on accredited master’s program requirements and covers all doctoral content areas identified by CACREP Standards. Required courses are listed following each doctoral content area. Some appear in more than one content area.

1. **theory pertaining to principles and practice of counseling, group work, teaching, and consultation**;
   - EPSY 511-3 Instructional Psychology
   - EPSY 568A-3 Topical Seminar in Counseling: Professional Orientation
   - EPSY 568B-3 Topical Seminar in Counseling: Advanced Theory

2. **theory and practice of counselor supervision**;
   - EPSY 551-3 Supervision of Practicum

3. **instructional theory and methods relevant to counselor education**;
   - EPSY 511-3 Instructional Psychology
   - EPSY 568A-3 Topical Seminar in Counseling: Professional Orientation
   - EPSY 568B-3 Topical Seminar in Counseling: Advanced Theory
   - EPSY 595 (2-12) Internship in Psychology of Teaching

4. **design and implementation of appraisal, research and evaluation methods appropriate to the discipline**;
   - EPSY 505-3 Introduction to Quantitative Research Methods
   - EPSY 506-4 Inferential Statistics
   - EPSY 507-4 Multiple Regression
   - EPSY 568C-3 Topical Seminar in Counseling: Conducting Research
   - EPSY 576-4 Research Issues in Educational Psychology

An additional qualitative research course chosen in conjunction with your advisor/committee.

- EAHE 587-3 Introduction to Qualitative Research
5. **ethical and legal issues in counselor education and supervision; and**

- EPSY 568A-3 Topical Seminar in Counseling: Professional Orientation
- EPSY 568C-3 Topical Seminar in Counseling: Conducting Research
- EPSY 551-3 Supervision of Practicum

6. **implications of sociocultural, demographic, and lifestyle diversity relevant to counselor education and supervision.**

- EPSY 568A-3 Topical Seminar in Counseling: Professional Orientation
- EPSY 551-3 Supervision of Practicum
- EDUC 511-3 Doctoral Seminar in Philosophical and Cultural Foundations of Education

**Clinical instruction:** The Counselor Education Program provides a variety of supervised clinical experiences. Students are required to complete a minimum of six credit hours of advanced practicum in three areas: EPSY 594 (1-6) individual, group, and either marital, couple and family or career. Practica may be completed at the SIUC Clinical Center or other approved settings appropriate to career goals. During practica and internships, students must receive one hour per week of individual supervision or a minimum of two hours per week of small group supervision by a supervisor with a doctorate in counselor education or closely related field.

Each student develops an internship plan that is consistent with his or her career goals and includes those activities typical of a counselor educator: counseling activities, professional association work, supervision, teaching, and research. The internship plan does not include dissertation work. Students may request approval of an internship plan after completing all practica and the course on supervision. The plan must be approved by the program faculty before beginning the internship; however, a request to amend the plan may be submitted in writing to the program chair during internship.

**Minimum Academic expectations:** Students who receive a grade of “C” or below in more than two courses will be required to leave the program. Students may not receive a grade lower than a “C” in any course and remain in the program unless they choose to petition the program faculty for a waiver of the policy in order to retake that course and the faculty, as a whole, agree.

**Residency:** The residency requirement for the doctorate must be fulfilled after admission to the program and prior to advancement to candidacy, that is, when students have successfully passed the preliminary examination. Residency is met by completing 24 graduate credit hours on campus as a doctoral student within a period not to exceed four calendar years. No more than six hours of deferred dissertation credit may be applied toward fulfillment of the 24 semester hour residency requirement, and no doctoral student is permitted to sign up for more than six hours of dissertation credit until candidacy has been achieved. Once they have been admitted to candidacy, students have five years to complete the dissertation. All candidates
must remain registered until completion of their degree. Students should review the Graduate Catalog, 2012-2013 to become familiar with all Graduate School requirements.

**Program planning:** Program planning occurs individually between students and their faculty advisor and program committee. Some courses within the department are offered each semester; some are not. The latter group is scheduled according to student needs and faculty availability. In planning a course of study, certain courses are best taken early in the doctoral program, others are best taken during the middle of the program, and others are best taken late in the program. The table below separates the required courses into three general time-periods. (See also Appendix A, Ph.D. in Counselor Education course planning worksheet.)

Students are responsible for the completion of all doctoral program and graduation requirements. The SIUC Graduate Catalog covers requirements not mentioned in this Handbook.

**PhD Counselor Education Course Requirements**

1. **The College of Education and Human Subjects Professional Core (12 hrs.)**
   - EDUC 510 Introduction to Doctoral Studies in Education (3 hrs.)
   - EDUC 511 Doctoral Seminar in Philosophical + Cultural Foundations of Education (3 hrs.)
   - EPSY 505 Introduction to Quantitative Research Methods (3 hrs.)
   - EAHE 587 Introduction to Qualitative Research (3 hrs.)
   - Additional Qualitative Course chosen in conjunction with your advisor.

2. **The Counselor Education Program Core (44 hours)**
   - EPSY 511 Instructional Psychology (3 hrs.)
   - EPSY 551 Supervision of Practicum (3 hrs.)
   - EPSY 568A Topical Seminar in Counseling: Professional Orientation (3 hrs.)
   - EPSY 568B Topical Seminar in Counseling: Advanced Theory (3 hrs.)
   - EPSY 568C Topical Seminar in Counseling: Conducting Research (3 hrs.)
   - EPSY 595 Internship in Psychology of Teaching (2 hrs. minimum)

3. **Research Core (15 hours)** Note, these are in addition to EPSY 505 and EAHE 587 listed in the COEHS doctoral program requirements listed above. However, one of the below will also serve as the additional course required in the COEHS core.
   - EPSY 506 Inferential Statistics (4 hrs.) or if you show evidence of competence in an additional quantitative course must be taken.
   - EPSY 507 Multiple Regression (4 hrs.)
   - EPSY 576 Research Issues in Educational Psychology (4 hrs.)
   - Additional Qualitative Course chosen in conjunction with your advisor/committee

4. **Clinical Experiences Core (12 credit hours minimum)**
   - EPSY 594 Counseling Practicum: Individual Counseling (2 hrs.)
   - EPSY 594 Counseling Practicum: Group Counseling (2 hrs.)
   - EPSY 594 Counseling Practicum: Career Counseling (2 hrs.)
EPSY 594  Counseling Practicum: Marriage, Couple & Family Counseling (2 hrs.)
EPSY 597  Internship (minimum 6 credits)

5. Electives (6 credit hours minimum)

6. Dissertation (24 minimum credit hours)
DOCTORAL COMMITTEES AND PROGRAM ADVISEMENT

Each student has two doctoral committees: program and dissertation. Committee membership may or may not be the same.

Program committee. The Counselor Education doctoral program has an advisor who provides general advisement for the first year after admission. General advisement includes introduction to doctoral studies, review of program requirements, and development of a proposed program of study. By the close of the first year of doctoral studies, students should approach a Counselor Education faculty member to serve as chair of their program committee. Students may change their chair at any time during the course of their studies. The plan of study should be created and approved by the end of the student’s second semester of study.

Dissertation committee. The dissertation committee should be established as soon as possible after students have some familiarity with research interests of the faculty and some idea of a possible dissertation area. It is recommended the committee be established by the end of the second semester of active course work on campus. (Note: the membership of the dissertation committee may or may not replicate the program committee.)

The Graduate School approves only tenured associate or full professors to chair doctoral committees. Non-tenured assistant professors may only co-chair a doctoral committee with an associate or full professor as the other co-chair. Once a senior tenure-track assistant professor has been granted graduate faculty status, she or he may chair the committee. Student and chair work together to select the remaining committee members. It is the student’s responsibility to personally contact each prospective member regarding availability and willingness to serve on the committee.

The College of Education and Human Services (COEHS) requires doctoral committees to be composed of a minimum of five faculty members: three from the Department of Educational Psychology and Special Education (two must be from the Counselor Education and Supervision faculty), one from a campus program that does not offer the Ph.D. in Education, and one additional member. The committee chair must be a member of the Counselor Education faculty. The Graduate School must approve the committee. Adjunct faculty (e.g., emeritus, visiting, term or faculty from other institutions) may sit on the committee but may not Chair the committee. The functions of the committee are to:

1. Develop and approve a program of study for the student. All members of the committee must approve the student's program before it is submitted for final approval. Four copies of the program should be submitted to the Dean of the College of Education and Human Services.

2. Annually evaluate the progress of the student in the planned program.

3. Certify that the student is ready to take the preliminary examination.

4. Monitor the preliminary examination so it is consistent with policies of the concentration and department.

5. Certify the student's advancement to candidacy.

6. Approve the student's dissertation topic and prospectus, and insure the student provides a copy of the approved prospectus to the Dean of the College of Education and Human Services.
7. Guide the student through the writing of the dissertation.
8. Conduct the student's final oral evaluation.
9. Certify final approval the student's dissertation and completion of requirements for graduation including submission of a final copy to the College Dean. A minimum of 80% of the members must approve the dissertation before it is officially accepted.

**PRELIMINARY EXAMINATIONS**

Preliminary examinations are a required part of the program of study. Students apply to take preliminary examinations once they have completed their program of study; dissertation and internship credits are exempt. Students may request an additional exemption if they are enrolled in a final course during the examinations semester. Examples of prior questions are available for study from the department’s graduate secretary and from the departmental web site.

Preliminary examinations consist of six essay questions: appraisal, career, group, helping relationships, professional orientation, and research. These questions will imbed other topics important to counselor education and supervision, including but not limited to supervision, instructional theory, human development, and multicultural issues.

Preliminary examinations occur during the fifth week of each semester, Wednesday through Friday. Students can initiate the preliminary examinations process only in the fall and spring semesters. The summer session is available to complete previously initiated examinations only. Students write two questions each day. Unless otherwise published, the schedule will be: Wednesdays—Research and Career, Thursdays—Helping Relationships and Appraisal, and Fridays—Group and Professional Orientation. The exams are type written on computers in the Microcomputer Lab, Wham 210. The Microcomputer is equipped with Macintosh computers and Microsoft Word. The Department provides computer discs for the examinations. When students register for preliminary examinations with the Department Graduate Secretary, they are given a copy of Procedures for Preliminary Examinations: Counselor Education. This handout, which can also be found on the Department web site, provides more explicit details regarding the preparation, writing, and evaluation of preliminary exams.

Students have one calendar year (three semesters) to pass all six content areas. When a student passes all six areas, then he/she should request his/her chair to complete the advancement to candidacy papers and forward those papers to the Dean of the College of Education and Human Services. If a student does not pass all six areas within the calendar year, he/she may petition the program faculty to reinitiate the examinations process one time. If the faculty agree, the student must complete all six areas again.

**INTERNSHIP**

The doctoral internship in Counselor Education prepares students for leadership positions in the education and supervision of counselors. The nature of this experience should be consistent with doctoral internship guidelines, as well as specific student goals. Internship occurs toward the end of the student’s doctoral program and is guided and coordinated by the student’s program chair. Before accumulating internship hours, students must register for internship (EPSY 597) hours and have their internship plan approved by the faculty. Students must complete all advanced practica (EPSY 594) and the supervision of practica course (EPSY 551) before internship approval. The internship plan may include the following
counselor education and supervision activities: advanced counseling practice, supervision, teaching, professional service, and research.

**Dissertation**

The dissertation provides each student the opportunity to show that he/she is capable of conducting independent research in an area relevant and significant to counselor education. The preparation requires a student to work closely with his/her dissertation chair and committee members. While working on the dissertation, students must be registered for EPSY 600 and devote at least one academic year of full-time work to complete the dissertation. If students have registered for 36 semester hours of dissertation credit and have not completed the dissertation, they are required to enroll each semester for at least one credit hour of EPSY 601, Continuing Enrollment. Summer semesters are exempt from this policy.

**Preparation of the dissertation:** Students are responsible for following all documents that govern the preparation and submission of a doctoral dissertation in the College of Education and Human Services. These documents include: the Graduate Catalog; the SIUC Graduate School's Guidelines for the Preparation of Research Reports, Theses, and Dissertations; the Ph.D. Policies and Procedures for Administering the Doctor of Philosophy Degree in Education and Human Services within the Graduate School; the current edition of the Publication Manual of the American Psychological Association; and other style manuals such as Strunk, W., and White, E. B., The Elements of Style.

Within the Counselor Education program, the topical seminar EPSY 568c, Conducting Research, is designed to assist students with the initiation and format development of the dissertation. The course does not provide a dissertation topic.

**Research involving human subjects:** When the dissertation involves studies with human subjects, the researcher must follow Human Subjects Protection: A Guide for Researchers published by the SIUC Office of Sponsored Projects Administration (OSPA). Research involving human subjects must be reviewed and approved by the SIUC Human Subjects Committee (HSC) prior to the start of the research project. Students are expected to contact OSPA for more information at http://www.ospa.siu.edu/compliances/. If the approval form (Form A) is not included, the dissertation will not be accepted by the College or the Graduate School. For more information contact the SIUC HSC secretary at (618) 453-4533 or consult the Graduate School web site.

**Dissertation prospectus:** After choosing a dissertation topic, students prepare a prospectus and submit it to their committee for approval. This may occur any time after the program of study is filed. A prospectus typically consists of the first three chapters of a dissertation: (a) an introduction, (b) review of literature, and (c) method of inquiry. The three chapters should be in near final form, including as much procedural detail possible. The approved prospectus serves as a contract with the College of Education and Human Services, and will be honored even with a change in committee membership. Students are required to submit a copy of the prospectus and the prospectus approval form to the Dean of the College of Education and Human Services.

**Final oral examination:** The doctoral committee will set the date for the final oral examination and publicize it. The final examination is administered by the committee. It will cover the subject of the student’s dissertation and other matters related to the discipline. Any member of the graduate faculty may attend the final oral examination and may participate in
questioning and discussion, subject to reasonable limitations imposed by the chair of the committee. Only members of the committee may vote or make recommendations concerning acceptance of the dissertation and final examination. A student will be recommended for the degree only if members of the committee, with at most one exception, judge both the dissertation and performance at the final oral examination as satisfactory.

**RE-ADMISSION OF STOP-OUTS**

Before admission to candidacy, students who have not enrolled for three or more years must, regardless of reason, formally reapply to the program for admission. In their letter of application they should include an explanation of why they did not attend graduate school for a period of time, their future plans, and why they wish to be readmitted. Faculty will review the request and reply in writing.

After admission to candidacy, students have five years to complete all requirements for graduation. If completion of requirements is delayed beyond five years, students may petition faculty for a one-time only time extension. For a time extension to be granted, students typically are required to take and satisfactorily pass preliminary examinations.

**FINANCIAL ASSISTANCE**

Financial assistance is available in the form of assistantships, fellowships, scholarships, work-study employment, and low interest loans. Students are encouraged to review information provided by the Graduate Catalog, the College of Education and Human Services, the Graduate School, the Financial Aid Office, and other campus sources of information.

The first step on the road to financial assistance is to contact the university’s Financial Aid Office in Woody Hall B (453-4334) and complete a Free Application for Federal Student Aid (FAFSA) and other appropriate forms. Next, contact the department’s Graduate Secretary; because the department has a limited number of assistantships available for graduate students. However, many students need to find other sources of support. Students are encouraged to network with other students, follow the campus newspaper, and speak with faculty about available positions. The College of Education and Human Services has several scholarships that are awarded annually. A description of these awards is available from the Dean’s office in Wham 115. The Graduate and Professional Student Council (GPSC) provides a listing of assistantships that is available on the Internet at [http://www.siu.edu/~gpsc/assist.htm](http://www.siu.edu/~gpsc/assist.htm). The Graduate School also has information regarding assistantships, fellowships, and scholarships at [http://www.siu.edu/gradschl/finances.htm](http://www.siu.edu/gradschl/finances.htm). Off campus web sites may also be helpful in securing scholarships and other financial aid. One such site is FastWeb located at [http://www.fastweb.com/fastweb/](http://www.fastweb.com/fastweb/).

Graduate School policy states that doctoral-level students may receive no more than four calendar years (48 months) of support administered through SIU. According to Departmental policy, doctoral students may receive support from within the Department for up to three of the four years. Applications for assistantships within the Department should be filed with Department staff. A current resume will be required along with a letter of application and recommendations. Typically, Departmental assistantships are awarded during the summer for the upcoming academic year and are given based on qualifications for specific assignments.
PROFESSIONAL ORGANIZATIONS

Students are required to join the American Counseling Association (ACA) and must maintain membership throughout their tenure in the Counseling program. Membership in other professional organizations related to areas of specialty is strongly encouraged. The Department and program promote participation in professional associations by helping arrange transportation to conferences, encouraging student presentations at these meetings, and providing faculty mentoring.

Student membership benefits include subscriptions to professional journals/publications, and access to professional liability insurance at discounted rates. For information on current member benefits and costs, visit the organization websites.

1. receiving professional publications.
2. being entitled to reduced membership rates and reduced registration rates for professional meetings.
3. becoming eligible for member services such as professional liability insurance, legal defense fund, library resource use, and so forth.
4. having a method of involvement with activities and issues directly or indirectly pertinent to their profession.
5. becoming affiliated with other professionals having interests and areas of expertise similar to the students.
6. maintaining currency in the knowledge, practice, and research findings in the field

American Counseling Association (ACA). [www.counseling.org](http://www.counseling.org). All graduate students in the Counseling program are required to join the American Counseling Association (ACA) and any of the 20 Divisions which focus on specialized counseling areas. Division membership requires ACA membership.

Chi Sigma Iota, Delta Chapter (CSI). Chi Sigma Iota is the international honor society for counselors, and the Delta Chapter at SIU has been in existence since the mid-1980s. Membership in Chi Sigma Iota is strongly encouraged.

CSI membership includes master’s and doctoral level students, practicing counselors across all specialization areas, and counselor educators. To be eligible for membership, students must complete at least one semester of full-time graduate coursework in a counselor education degree program, earn a grade point average of 3.5 or higher on a 4.0 system, and be recommended for membership by the chapter as promising for endorsement as a professional counselor whose ethical judgment and behavior will be exemplary.

PROFESSIONAL LIABILITY INSURANCE

Southern Illinois University provides liability insurance when students are enrolled in supervised clinical courses. Students in Counselor Education are also required to carry student insurance through the American Counseling Association. Students must provide evidence of current liability insurance and insurance must be maintained throughout students’ clinical practice in the program. Thus, students may not engage in clinical activities without being currently enrolled in a clinical course, having insurance, and receiving supervision. In the event the doctoral student is hired as professional staff by an agency concurrent with
enrollment in courses, the responsibility for supervision and liability insurance for that work rests with the agency.

**ANNUAL STUDENT REVIEW AND ON-GOING ASSESSMENT**

Students’ academic and professional performances are assessed throughout their time in the program. The faculty regularly communicate with one another regarding individual student performance, as part of best practices in instruction, professional development and gatekeeping. As counselor educators in training, students are expected to conduct themselves in a manner that is congruent with the role of a professional counselor educator. This includes presentation of self on and off campus, all forms of communication, including in person and electronic, on-line presence, and overall comportment.

The faculty also conduct a formal annual review of all students, at minimum at the one-year point in students’ course of study. Students are assessed on 5 criteria: cumulative graduate GPA; personal and social maturity; interpersonal relations; written and oral communication skills, and professional and ethical conduct. Students must obtain a minimum average rating of satisfactory (3) in each of the assessment areas. Satisfactory student performance at the one-year review must be supported by two-thirds of the graduate faculty for program continuation. Following the annual review, students receive a letter informing them of the results of their assessment. Students receiving less than satisfactory scores in any area will be given the opportunity to develop a remediation plan with their advisor except in situations requiring more immediate action, such as removal from client and/or student contact and/or the program.

If at any point in a student’s program, a serious form of unprofessional behavior has occurred, remediation may not be an option. Students can be removed from the program for unethical or unprofessional behavior, regardless of academic standing. If a student is believed to be in violation of ethical or professional behavior that threatens client and/or student welfare, the student will be prohibited from seeing clients and/or working with students. All persons involved with the student's practicum or internship will be immediately informed of the decision.

**STUDENT REMEDIATION**

The following steps are taken if in the professional judgment of the faculty a student: (a) is not making satisfactory progress toward the degree, (b) exhibits behavior deemed inappropriate or professionally unbecoming for his or her level of experience, (c) appears in violation of the Ethical Standards of the American Counseling Association, or (d) seems personally unsuited for a counseling related profession.

1. The faculty advisor meets with the student and offers suggestions for changes in the student's behavior.
   a. The faculty advisor monitors and keeps records of academic performance or inappropriate/unbecoming professional behaviors and actions discussed with the student.
   b. The student writes a summary of the concern that was addressed.
   c. The faculty monitor and keep records of the student's progress in classes and professional settings as part of their review function.

2. The advisor summarizes the collective faculty evaluation in a letter to the student. To the extent possible this evaluation provides objective data based on didactic and clinical
class performance and related behavioral observations. Should personal inadequacies be noted, a prescription for remediation may be provided which includes changes in behavior expected and time limits for remediation. A meeting between the advisor and student is scheduled to discuss accomplishing and monitoring the plan. Failure to comply with remediation steps may result in termination from the program.

3. At the meeting between the advisor and student, the student countersigns remediation plans and both parties initial the agreed upon modification. When remediation entails performance in particular clinical skills (perhaps test interpretation) or general skill courses (like practicum) the student is given an opportunity to select who will supervise him or her with that faculty member’s concurrence. If the student does not agree with the remediation plan he or she has two (2) weeks to prepare a written reply to the advisor who takes this reply to the next Counselor Education faculty meeting.

4. The faculty has responsibility to review the student’s reply to the remediation plan and to either revise the plan and return to Step #2 or move forward to the next step.

5. If there is insufficient improvement within the advisor-student agreed-upon time period, the faculty advisor initiates a more formal review by requesting in writing that the Counselor Education Coordinator appoint a hearing committee. The student is sent a copy of this letter.

6. The Counselor Education Coordinator appoints a hearing committee composed of the advisor and two additional faculty members, one of whom shall be in the Counselor Education specialty area. In the event an incident has occurred that places the advisor or a faculty member in conflict with the student, that faculty member will not be assigned to the committee. With formal appointment of this committee, the student is informed in writing of the committee membership, and when and where the hearing will be held. The student has two weeks to prepare his or her side of the case and submit pertinent written information to the chair of the hearing committee. After interviewing the student and reviewing pertinent documents, the hearing committee is to determine: (a) if the presenting problem has been resolved, (b) if there are additional actions needed, or (c) if the student shall be dropped from the program.

7. The hearing committee writes a report including recommendations or decisions and forwards the report to the Counselor Education Coordinator.

8. This report is reviewed by the faculty group initially responsible for the yearly student review.

9. When the faculty has acted upon the hearing committee's report, the advisor or Coordinator writes to the student to convey recommendations and/or decisions.

10. If the student wishes to appeal the faculty decision, he or she may submit in writing to the Department Chair a request for a grievance hearing following departmental grievance procedures as detailed under Grievance Policy and Procedures within the SIU Graduate Catalog.

11. When a student is charged with academic dishonesty, the program will follow the procedures described in the *SIUC Student Conduct Code*. If the faculty believe formal actions are immediately needed, the review procedure may move directly to step six for a formal hearing with the student. Lack of participation in this hearing by
the student shall result in removal of the student from the program.

DEPARTMENTAL GRIEVANCE PROCEDURE

Graduate students at SIUC have the right to appeal for redress of grievance through established channels. Grievance policy and procedures are explained in the SIUC Graduate Catalog, which serves as the primary communication of Graduate School regulations. Graduate students considering this option should become knowledgeable of pertinent policies and procedures in the catalog. Information on initiating a grievance follows:

In the event a graduate student desires a hearing before a grievance committee, a written request must be submitted to the Chair of the Department no later than 30 calendar days after the beginning of the semester following the incident in question, excluding summer term. A student may request an extension of the deadline in writing by petitioning the Department Chair. The request for a hearing must state the following:

1. Name of the grievant.
2. Program in which the grievant is enrolled.
3. Name of the grievant’s major advisor.
4. Name and title of the person(s) against whom the grievance is being filed.
5. Current address and phone number of the grievant.
6. Statement of the grievance including descriptions of the incident(s) involved, date(s) of occurrence, what remedy is being sought, as well as any supporting documents.

Before initiating an appeal, students may wish to talk with the Coordinator of Counselor Education and/or the Department Chair to determine if the concern can be addressed in a less formal manner.

ENDORSEMENT POLICY

Faculty will endorse Counselor Education Program graduates only for professional positions and position levels appropriate to the respective areas of emphasis completed by graduates.

PLAGIARISM STATEMENT

Submitting the work of others as their own, submitting previously submitted work for present assignments without written permission of the instructor, plagiarism in any form, intentionally using unauthorized materials in an academic exercise, or intentionally helping another to commit an act of academic dishonesty will result in penalties ranging from a failing grades in the specific assignment to expulsion from the program depending on the severity of the offense. Refer to SIU Student Handbook for further clarification. If you are unclear about what constitutes plagiarism (intentional or unintentional), you are encouraged to go to the Writing Center to obtain more information.
DISABILITY STATEMENT

Students who have any type of special need(s) or disability for which they require accommodations to promote their learning in any class should consult with their instructor as soon as possible. The office of Disability Support Services (DDS) offers various support services and can help with special accommodations. Students may contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify eligibility and options for accommodations related to their special need(s) or disability.

STUDENT RESPONSIBILITIES & RESOURCES

Students begin graduate studies with different experiences, strengths, goals, and time lines for the program. For such reasons, the pace for completing classes will vary. Items for consideration and examples of course sequences follow:

1. Consider responsibilities outside of school such as work, assistantship, and family when deciding on course load. The first semester requires adjustment to graduate studies; you may wish to have fewer courses.

2. Leave time in your schedule for professional organization activities and attending conferences like ICA, ACES, NCACES, ASGW, ASCA, and ACA. Counseling and counselor education can be a very isolating and difficult profession. Learn to mix with those professionals who have gone through fire and still love what they do!

3. Become familiar with program objectives and curriculum requirements.

4. Assess your writing skills, knowledge of APA style (6th ed.), and use of word processing computer programs. Graduate studies require quality writing; build these skills as soon as possible. The Writing Center (453-6863) offers assistance with writing skills.

5. Become familiar with Morris Library and computer search methods. The Library provides workshops on a regular basis.


7. As a counselor education student, areas that challenge you in life and ultimately have an impact on your education may arise. Counseling services are available at the university’s Clinical Center 453-2361, the Counseling Center at 453-5371, and the Wellness Center at 536-4441.

8. Select a general research area during your first year of study. Build your knowledge of the literature in this area while meeting requirements in other courses. Although students typically enroll for dissertation credit hours near the end of their program (after passing prelims), the work should begin much earlier. Many students have found their graduation delayed due to research dissertation requirements.

9. Students must be admitted to the Counselor Education program prior to practica enrollment.

10. Students are required to obtain an SIUC e-mail account as soon as they begin the program. Notifications of program changes as well as other departmental correspondence will be conducted via e-mail.

11. A students-only listserv is maintained by current CSI leaders. The listserv is a useful method of communication between current students and graduates. Contact your CSI leadership to join!

12. Membership in the American Counseling Association is required for all doctoral students.
in the program. ACA membership and student liability insurance can be obtained at www.counseling.org, and will be verified during all clinical courses.

**ADDITIONAL INFORMATION**

In the event additional information is needed, you may contact: Counselor Education, Educational Psychology & Special Education Department, Southern Illinois University, Carbondale, IL 62901-4618. Applicants may also visit our web site at http://www.siu.edu/departments/coe/epse/, stop by the Department in Room 223 of the Wham Education Building, or call (618) 536-7763.

**FACULTY and KEY PERSONNEL**

**Kimberly K. Asner-Self**, Associate Professor, Counselor Education (PhD) Program Coordinator  
Ed.D., The George Washington University, 1999

Dr. Asner-Self’s interest in working with diverse populations comes from years of living, learning, and working in Turkey, Romania, and Gabon. She came to SIU from Washington, D.C., where she worked with immigrants and refugees struggling with issues related to acculturation, war-related trauma, and long-term mental illness. She is a Nationally Certified Counselor (NCC), and an Illinois Licensed Clinical Professional Counselor (LCPC). She is a member of ACA, ASGW, ACES, NCACES, and ICA. Dr. Asner-Self is a member of the Little Egypt Chapter of the American Red Cross as a Mental Health Service Provider. Dr. Asner-Self was recognized with the NCACES Deanna Hawes Outstanding Mentor Award in 2008 and with a Presidential Award from ASGW in 2011.

**Areas of research and scholarly interest**: Developmental indices among people from different cultures. The effect exposure to human-perpetrated traumatic events such as war, sexual assault, and incest has on life-span human development. Interested in studying the application of group counseling techniques in developing multicultural awareness. Research methods in counseling

**Brenda Prell**, Office Manager

Ms. Prell runs the main office, hires and supervises student workers, maintains office supplies and copying, coordinates classroom schedules, professors’ course work, student MS and PhD applications for (1) admittance, (2) candidacy, and (3) graduation. She makes the office run very well. She is a very good person to know and to respect.

**Julia Champe**, Assistant Professor, Community (Clinical) Program Coordinator  
Ph.D., Idaho State University, 2004

Dr. Champe’s interest areas include clinical supervision, group work, counselor training and development, and cross-cultural relationships. Prior to earning her doctorate in Counselor Education, Dr. Champe worked as a clinician specializing in couples and families, and was co-owner of a private practice serving low-income and underinsured individuals, couples and families in Montana. She is a Nationally Certified Counselor and a licensed counselor, as well
as a member of the American Counseling Association, the Association for Counselor Educators and Supervisors, North Central ACES, the Association for Specialists in Group Work and the International Association for Marriage and Family Therapists.

**Areas of research and scholarly interest:** Live supervision, group leader and counselor development, trans-racial relationships, international adoption, attachment, instructional methods, and technology in relationships.

**Martha C. Crothers**, Senior Lecturer Emeritus  
Ph.D., Southern Illinois University, 1998, Counselor Education

Dr. Crothers has continuing interest in applying principles of human growth, development, and learning to the preparation of future teachers and counselors. She has over 25 years of experience working with at-risk high school students and adult literacy learners. She is a member of the Southern Illinois Critical Incident Stress Management Team. She is a member of the American Counseling Association, Association of Counselor Education and Supervision, and the International Critical Incident Stress Foundation.

**Dorea Glance**, Assistant Professor, School Counseling Program Coordinator  
Ph.D., Ohio University, 2012

Dr. Glance’s interest areas include school counseling, gatekeeping in counselor education, social justice advocacy and activism, and creativity in counseling. Prior to earning her doctorate in Counselor Education, she worked as a middle school counselor in North Carolina and as a clinical mental health counselor for children diagnosed with emotional behavioral disorders in Kentucky. She is a certified Professional School Counselor in West Virginia and North Carolina and is a member of the American School Counselor Association, the American Counseling Association, the Association of Counselor Education and Supervision, and North Central ACES.

**Areas of research and scholarly interest:** School counselor self-efficacy, the impacts of student socioeconomic status on the school counselor/student dyad, gatekeeping in counselor education, social justice advocacy and activism, and creativity in counseling.

**Muthoni Kimemia**, Assistant Professor, Clinical Experiences Coordinator  
Ph.D., University of Central Florida, 2006, Counselor Education

Dr. Kimemia spent eight years teaching high school in Kenya. Her experiences as a teacher gave rise to an interest in counseling, and led her to pursue a master’s degree in counseling, and ultimately, a doctorate in counselor education. Her research interests revolve around culturally responsive counseling with an interest in the communities in Sub-Saharan Africa. Dr. Kimemia has most recently been working on a research project in rural Kenya that involves working with primary school teachers to equip them with counseling micro-skills as well as group facilitation skills in order to facilitate the delivery of a government-mandated HIV/AIDS curriculum. Her other line of research has focused on caregiver burden among females who are the primary caregiver for a family member that is living with HIV/AIDS.
Dr. Kimemia is a member of the American Counseling Association, North Central ACES, and the Kenya Association of Professional Counsellors.

**Roger Webb**, Instructor  
Ph.D. Southern Illinois University, 2004, Human Learning

Dr. Webb teaches undergraduate classes on educational psychology for students preparing to be teachers, and has taught graduate classes on learning theory, instructional methods, and the psychology of emotion. He has had over 20 years experience working in the field of rehabilitation for adults with disabilities. He is a member of the American Educational Research Association and the Mid-Western Educational Research Association.

**Lyle J. White**, Professor  
Ph.D., University of Iowa, 1988

Dr. White's area of interest evolved from a decade of practical experience in public school education. He began as an elementary teacher where the psychological needs of students led him into elementary school counseling and then to school psychology. After receiving his Ph.D, he completed a post-doctoral internship with Harry Goolishian at the Galveston Family Institute. Since coming to SIUC he has been instrumental in programmatic development of marital, couple, and family counseling.

**Areas of research and scholarly interest**: Applying the philosophy of social constructivism and cognitive linguistics to counseling and consultation theory and practice; relating outcome and process in family counseling to supervision and training; generating innovative approaches toward the delivery of school and rural community mental health service; developing non-linear assessment in family counseling.
# APPENDIX A

**PH.D. DEGREE WITH COUNSELOR EDUCATION EMPHASIS** (minimum 86 hours)  
Department of Educational Psychology and Special Education  
Southern Illinois University Carbondale

Student: _____________________________  Advising Dates: ________________  
Semester:______________________

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<td>EPSY 505 Introduction to Quantitative Research Methods (3 hrs.)</td>
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<td>EAHE 587 Introduction to Qualitative Research (3 hrs.)</td>
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<td>EDUC 510 Introduction to Doctoral Studies in Education (3 hrs.)</td>
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<td>EDUC 511 Doctoral Seminar in Philosophical and Cultural Foundations of Education (3 hrs.)</td>
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**Counselor Education Core**

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<td>EPSY 506-4: Inferential Statistics</td>
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<td>EPSY 568B-3: Topical Seminar in Counseling: Advance Theories</td>
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<td>EPSY 568C-3: Topical Seminar in Counseling: Conducting Research</td>
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<td>EPSY 576-4: Research Issues in Educational Psychology (or equivalent as agreed upon with your advisor/committee.</td>
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<td>EPSY 594-6: Advanced Practicum: (a) individual, (b) group, (c) career or family</td>
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<td>EPSY 595-2: (12 optional) Internship in Psychology of Teaching</td>
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<td>EPSY 597-6: (12 optional): Doctoral Internship (PR: EPSY 551, 591 &amp; 594)</td>
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<td>EPSY 600-24 to 32: Dissertation</td>
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<td>Course in Qualitative Research (see advisor/committee)</td>
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**Electives and Research (6 hrs. minimum)**

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APPENDIX B

PH.D. DEGREE WITH COUNSELOR EDUCATION EMPHASIS (minimum 86 hours)
Department of Educational Psychology and Special Education
Southern Illinois University Carbondale

STUDENT AGREEMENT

I have read the Ph.D. Student Handbook for Counselor Education and understand the contents including program objectives, doctoral curriculum, committee and program advisement, preliminary examinations, internship, dissertation, re-admission of stop-outs, financial assistance, professional organizations, professional liability insurance, professional conduct, student review and retention, department grievance procedure, and endorsement policy.

Furthermore, as a doctoral student in the Counselor Education Program, I understand that the therapeutic services I provide clients and the supervision services I provide MS-level counselors-in-training are expected to be at the highest level of professional practice. Furthermore, I understand the standards for practice are determined by polices and criteria established by various institutions and agencies including, but not limited to the program’s accrediting agency, The Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Ethical Code of the American Counseling Association, the Southern Illinois University Carbondale Student Conduct Code, state and federal legislation, judicial rulings, and state administrative agencies.

In particular, I am mindful of my obligations as a mandated reporter, to protect the welfare of my clients, and to warn others when a client presents a serious danger to self or others. I am aware of my responsibilities under the ACA Code of ethics not to “condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law” (C.5). In keeping with my responsibilities toward attention to client welfare, I acknowledge the ultimate responsibility for client welfare resides with my faculty supervisor. Therefore, I will honor this supervision by preparing diligently for each supervision and client session.

I understand that if I develop concerns about my ability to serve a client or a student, I immediately will relay those concerns to my supervisor. I agree to abide by the current Ethical Standards of the American Counseling Association and the SIUC Student Conduct Code. I acknowledge that failure to do so is grounds for dismissal from the program.

________________________________________  ______________________________________
Advisor Signature                                                          Student Signature

________________________________________  ______________________________________
Date                                                          Date