DOCTORAL PROGRAM
Handbook

Counselor Education and Supervision

Revised August, 2018
Based on 2009 CACREP standards

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 (2014) governs the behavior of professional counselors and CEITs in counseling programs. Section C.5.

Nondiscrimination states: “Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law” (p. 9). The counseling faculty promote the welfare and well-being of all human beings. CEITs entering into the counseling program are held to these standards and 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 age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, or socioeconomic status. The Program recognizes that the barriers of age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, or socioeconomic 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 CEITs from diverse backgrounds to enhance the learning environment of the program.
PROGRAM OVERVIEW

General 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, Counselor-Educators-in-Training (CEIT) develop competencies for leadership and instructional roles in counselor education and supervision, advanced counseling practice, and research. CEITs 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 for 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 meets the 2009 Standards. SIU is accredited by the North Central Association of Colleges and Secondary Schools (NCACSS).
**DOCTORAL CURRICULUM**

**Doctor of Philosophy in Education Degree**  
**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 Deans 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 CEITs (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.)
   - QUAN 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)*  
     - COUN 551 Supervision of Practicum (3 hrs.)
     - COUN 568A Topical Seminar in Counseling: Professional Orientation (3 hrs.)
     - COUN 568B Topical Seminar in Counseling: Advanced Theory (3 hrs.)
     - COUN 568C Topical Seminar in Counseling: Conducting Research (3 hrs.)
     - COUN 595 Internship in Psychology of Teaching (2 hrs. minimum)
3. Research Core (15 credit hours) Note, these are in addition to QUAN 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.

- QUAN 507  Multiple Regression (4 hrs.)
- QUAN 508
- COUN 576  Research Issues in Counseling (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:  Counselor Educators- in - Training are required to complete a minimum of six credit hours of advanced practicum in three areas: COUN 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, CEITs 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)

- COUN 594  Counseling Practicum: Individual Counseling (2 hrs.)
- COUN 594  Counseling Practicum: Group Counseling (2 hrs.)
- COUN 594  Counseling Practicum: Career Counseling (2 hrs.)

or

- COUN 594  Counseling Practicum: Marriage, Couple and Family Counseling (2 hrs.)

Doctoral Internship (COUN 597 - 6 credits minimum): Each CEITs 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. CEITs 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 CEITs, in consultation with their doctoral program committee, will select supporting courses and experiences for their career and research emphasis (minimum 6 hrs.).
6. **Dissertation (24 credit hours)**

The CEIT 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.). Please see the Graduate Catalog for additional information.

**Doctoral Program Course Work**

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;**
   - COUN 511-3
   - COUN 568A-3 Topical Seminar in Counseling: Professional Orientation
   - COUN 568B-3 Topical Seminar in Counseling: Advanced Theory

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

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

4. **design and implementation of appraisal, research and evaluation methods appropriate to the discipline;**
   - QUAN 505-3 Introduction to Quantitative Research Methods
   - QUAN 508-4 Multiple Regression
   - COUN 568C-3 Topical Seminar in Counseling: Conducting Research
   - COUN 576-4 Research Issues in Counselor Education

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

6. **implications of sociocultural, demographic, and lifestyle diversity relevant to counselor education and supervision.**
   COUN 568A-3  Topical Seminar in Counseling: Professional Orientation
   COUN 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. CEITs are required to complete a minimum of six credit hours of advanced practicum in three areas: COUN 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, CEITs 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 CEIT 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. CEITs 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.
ACADEMIC EXPECTATIONS

CEITs who receive a grade of “C” or below in more than one course will be required to leave the program. CEIT may not receive a grade lower than a “C” nor may they receive a “U” (unsatisfactory) 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. CEITs cannot receive lower than a “B” in the following courses (COUN 551; 568a; 568b; 568c; 576) 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 agree to that action.

Residency: The residency requirement for the doctorate must be fulfilled after admission to the program and prior to advancement to candidacy, that is, when CEITs 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, CEITs have five years to complete the dissertation. All candidates must remain registered until completion of their degree. CEITs should review the Graduate Catalog, 2018-2019 to become familiar with all Graduate School requirements.

Program planning: Program planning occurs individually between CEITs 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 CEIT 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.)

CEITs 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.)
   ____ QUAN 505 Introduction to Quantitative Research Methods (3 hrs.)
   ____ EAHE 587 Introduction to Qualitative Research (3 hrs.)

2. The Counselor Education Program Core (17 hours)
   ____ COUN 511
   ____ COUN 551 Supervision of Practicum (3 hrs.)
   ____ COUN 568A Topical Seminar in Counseling: Professional Orientation (3 hrs.)
   ____ COUN 568B Topical Seminar in Counseling: Advanced Theory (3 hrs.)
   ____ COUN 568C Topical Seminar in Counseling: Conducting Research (3 hrs.)
   ____ COUN 595 Internship in Psychology of Teaching (2 hrs. minimum)

3. Research Core (15 hours) Note, these are in addition to QUAN 505 and EAHE 587 listed in the
   COEHS doctoral program requirements listed above.
   ____ QUAN 508 Multiple Regression (4 hrs.)
   ____ COUN 576 Research Issues in Counseling (4 hrs.)
   ____ Additional Qualitative Course chosen in conjunction with your advisor/committee

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

5. Electives (6 credit hours minimum)
   Course chosen in conjunction with your advisor/committee (Research Tools, Rehabilitation Courses,
   Psychology Courses, Administration Courses, for example)

6. Dissertation (24 minimum credit hours)
Course Sequence Possibilities
(depending on when COUN 576/568c and other courses can be offered)

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  - COUN 511 (3)
  - COUN 595 (2)
- **Spring**
  - COUN 568b (3)
  - QUAN 505 (3)
  - COUN 594 (2) group
  - COUN 551 (3)
- **Summer**
  - EAHE 587 (3)
  - QUAN 507 (4)

### Year 2
- **Fall**
  - EDUC 510 (3)
  - COUN 594 (2) ind/car
  - EDUC 511 (3)
  - EAHE 594 (3)
- **Spring**
  - QUAN 508 (3)
  - COUN 594 (2) car/fam elective
- **Summer**
  - COUN 597 (2)

### Year 3
- **Fall**
  - COUN 576 (3)
  - COUN 597 (2)
  - Elective
- **Spring**
  - COUN 568c (3)
  - COUN 597 (2)
  - Prelims
- **Summer**
  - COUN 597 (4)

### Year 4
- **Fall**
  - Prospect
  - COUN 600 (12)
- **Spring**
  - Defend
  - COUN 600 (6)
- **Summer**
  - COUN 600 (12)

### Year 5
- **Fall**
  - Prospects
  - COUN 600 (12)

### Year 6
- **Fall**
  - Defend
  - COUN 600 (6)
DOCTORAL COMMITTEES AND PROGRAM ADVISEMENT

Each CEIT 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, CEITs should approach a Counselor Education faculty member to serve as chair of their program committee. CEITs 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 CEIT’s second semester of study.

Dissertation committee. The dissertation committee should be established as soon as possible after CEITs 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. However, your dissertation chair becomes your official advisor)

The Graduate School approves only tenured associate or full professors to chair doctoral committees. Tenure-track 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. CEIT and chair work together to select the remaining committee members. It is the CEIT’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 Counseling, Quantitative Methods, and Special Education (two must be from the Counselor Education and Supervision faculty), and two additional members approved by the Graduate School. 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 CEIT 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 CEIT in the planned program.

3. Certify that the CEIT 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 CEIT’s advancement to candidacy.

6. Approve the CEIT’s dissertation topic and prospectus, and insure the CEIT provides a copy of the approved prospectus to the Dean of the College of Education and Human Services.

7. Guide the CEIT through the writing of the dissertation.

8. Conduct the CEIT’s final oral evaluation.
9. Certify final approval the CEIT’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. CEITs apply to take preliminary examinations once they have completed their program of study; dissertation and internship credits are exempt. CEITs 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: teaching, research, supervision, clinical, social justice, advocacy and CEIT specific question. 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. CEITs can initiate the preliminary examinations process only in the fall and spring semesters. The summer session is available to complete previously initiated examinations only. CEITs write two questions each day. Unless otherwise published, the schedule will be: **Wednesdays**—Research and Clinical, **Thursdays**—Teaching and Professional Advocacy/Service/Leadership, and **Fridays**—Professional Orientation and CEIT Specific. The exams are typewritten on computers The Department provides jump drives for the examinations. When CEITs 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.

CEITs have one calendar year (three semesters) to pass all six content areas. When a CEIT 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 CEIT 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 CEIT must complete all six areas again.

**INTERNSHIP**

The doctoral internship in Counselor Education prepares CEIT 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 CEIT goals. Internship occurs toward the end of the CEITs’ doctoral program and is guided and coordinated by the student’s program chair. Before accumulating internship hours, CEIT must register for internship (COUN 597) hours and have their internship plan approved by the faculty. CEIT must complete all advanced practica (COUN 594) and the supervision of practica course (COUN 551) before internship approval. The internship plan must include the following counselor education and supervision activities: advanced counseling practice, supervision, teaching, professional service, and research.
**DISSESSATION**

The dissertation provides each CEIT 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 CEIT to work closely with his/her dissertation chair and committee members. While working on the dissertation, CEIT must be registered for COUN 600 and devote at least one academic year of full-time work to complete the dissertation. If CEITs 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 COUN 601, Continuing Enrollment. Summer semesters are exempt from this policy.

**Preparation of the dissertation:** CEITs 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 COUN 568c, Conducting research, is designed to assist CEITs 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. CEITs 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. If your research does not involve Human Subjects then you MUST have a formal letter from HSC attesting to this prior to the start of the research study. 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, CEITs 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. CEITs 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 CEIT’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 CEIT 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, CEITs 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, CEITs have five years to complete all requirements for graduation. If completion of requirements is delayed beyond five years, CEITs may petition faculty for a one-time only time extension. For a time extension to be granted, CEITs 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. CEITs 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 at http://fao.siu.edu/, visit the office on the second floor of the Student Services Building on 1263 Lincoln Drive and complete a Free Application for Federal Student Aid (FAFSA) and other appropriate forms. Next, contact the department’s Graduate Secretary; however, the department has a limited number of assistantships available for graduate CEITs. 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. The Graduate School also has information regarding assistantships, fellowships, and scholarships at 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/.

Graduate School policy states that doctoral-level CEITs may receive no more than four calendar years (48 months) of support administered through SIU. According to Departmental policy, doctoral CEITs 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**

CEIT 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 CEIT presentations at these meetings, and providing faculty mentoring.

CEIT 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 CEITs.
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 CEITs, practicing counselors across all specialization areas, and counselor educators. To be eligible for membership, CEITs 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 CEITs are enrolled in supervised clinical courses. CEITs in Counselor Education are also *required* to carry student insurance through the *American Counseling Association*. CEITs must provide evidence of current liability insurance and insurance must be maintained throughout CEITs’ clinical practice in the program. Thus, CEITs 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.
CEIT’s academic and professional performances are assessed throughout their time in the program. The faculty regularly communicate with one another regarding individual CEIT performance, as part of best practices in instruction, professional development and gate-keeping. As counselor educators in training, CEITs 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 CEITs, at minimum at the one-year point in CEITs’ course of study. CEITs are assessed on 5 criteria: cumulative graduate GPA; personal and social maturity; interpersonal relations; written and oral communication skills, and professional and ethical conduct. CEITs must obtain a minimum average rating of satisfactory (3) in each of the assessment areas. Satisfactory CEIT performance at the one-year review must be supported by two-thirds of the graduate faculty for program continuation. Following the annual review, CEITs receive a letter informing them of the results of their assessment. CEITs 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 CEIT’s program, a serious form of unprofessional behavior has occurred, remediation may not be an option. CEITs can be removed from the program for unethical or unprofessional behavior, regardless of academic standing. If a CEIT is believed to be in violation of ethical or professional behavior that threatens client and/or student welfare, the CEIT will be prohibited from seeing clients and/or working with students. All persons involved with the CEIT'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 CEITs 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 CEITs 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, CEITs 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 grade 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

CEITs 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. CEITs 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

CEITs 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 CEIT, 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 CEITs typically enroll for dissertation credit hours near the end of their program (after passing prelims), the work should begin much earlier. Many CEITs have found their graduation delayed due to research dissertation requirements.
9. CEITs must be admitted to the Counselor Education program prior to practica enrollment.
10. CEITs 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 CEITs 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, Counseling, Quantitative Methods, and Special Education Department, Southern Illinois University, Carbondale, IL 62901-4618. Applicants may also visit our web site at http://ehs.siu.edu/cqmse/graduate/counselor-education/, 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, Ed.D., The George Washington University, 1999
Counselor Education Program Coordinator
Doctoral Program Coordinator,
Clinical Mental Health Program Coordinator,
Marriage, Couple and Family Program Coordinator,
Co-Faculty Advisor for Chi-Sigma Iota – Delta Chapter
NBCC Liaison

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 and served as President of ASGW from 2015-2016. Dr. Asner-Self was recognized with the NCACES Deanna Hawes Outstanding Mentor Award in 2008, with a Presidential Award from ASGW in 2011, and with an NCACES Outstanding Teaching Award in 2013.

Areas of research and scholarly interest: Cross-cultural research in acculturation. The adaptation and validation of instruments across cultures. 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.

Neffisatu Dambo, Assistant Professor, Ph.D. University of Central Florida, 2016 Counselor Education School Counseling Program Coordinator
Clinical Experiences Coordinator

Dr. Dambo is a native of Urbana-Champaign and a SIUC Alumni. Dr. Dambo is the founder of a 501(c)(3) holistic youth organization that advocates for 7th through 12th grade youth. She has six years of experience as a high school counselor and has also served as an advocate, mentor, and volunteer with academic, medical, and not-for profit programs around the world. Dr. Dambo is a certified School Counselor, School Principal, and Elementary Education Teacher. In 2015, she was the first to be awarded the University of Illinois Young Alumni Achievement Award. She holds membership in AACTE, AARC, ACA, ACES, AMCD, ASCA, ASERVIC, ASGW, CSJ, FCA, FERA, ICA, ISCA, and NBGSA.

Areas of research and scholarly interest: (a) adolescent transitions and retention, (b) holistic program development and evaluation (c) multiculturalism and advocacy (d) instrument design for diverse populations, and (e) creative arts and alternative group therapy approaches.

Debra Pender, Associate Professor,
Ph.D. Southern Illinois University, 2006 Counselor Education

Dr. Pender is a native of southern Illinois and thrilled to be back to a region that she values greatly. She has a 30+ year history of working in the clinical mental health field, working with all ages, and levels of care, with a clinical focus on trauma informed care. Prior to returning to SIU, she was a tenured, Associate Professor in the Counseling, Adult and Higher Education Department at Northern Illinois University. She served as a faculty liaison during the aftermath of the 2/14 tragedy and received a special
service award from the College of Education in recognition of her service to the university community. She is a Licensed Clinical Professional Counselor (LCPC) in Illinois. She holds memberships in ACA, ACAC, ASGW, ACES, NCACES, AMHCA, IMHCA, and ICA. In 2008, she received the ASGW’s Group Practice Award for her work with critical incident debriefing and first responders.

**Areas of research and scholarly interest:** impact of group processes on the quality of care in critical incident stress debriefing, trauma-informed care, impact of computer simulations on counseling student learning outcomes.

**Tequila Young**, Office Manager
Ms. Young 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. She loves Hershey Bars!
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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**Electives and Research (6 hrs. minimum)**

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Revised 8/2016
APPENDIX B

PH.D. DEGREE WITH COUNSELOR EDUCATION EMPHASIS (minimum 86 hours)
Department of Counseling, Quantitative Methods, 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 will
immediately 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

Revised 8/2016
APPENDIX C

Doctoral Student Annual Evaluation Rubric

Annual Student Review Process and Assessment Criteria
Counselor Education Program

Review Process:
CEITs will be formally reviewed once a year, at the beginning of the Fall semester, by all faculty. Each faculty independently rates each student on all criteria. Faculty collectively discuss each student’s academic performance and professionalism to arrive at a final score for each criteria. Disposition letters are usually written by student advisors and sent within one week of the evaluation, or by the second week of September, whichever is earliest. When necessary, letters will contain instructions to CEITs for further action.

Performance: CEITs 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.

Satisfactory academic achievement is based on CEITs’ grades obtained in their graduate coursework. Suitable academic conduct is assumed unless noted elsewhere.

Rating Scale

N/O = not observed

1 = Unsatisfactory: student is significantly below minimum competencies in this area (faculty rationale/explanation required)
2 = Needs Improvement: student does not currently meet minimum competencies in this area (faculty rationale/explanation required)
3 = Satisfactory: student meets minimum competencies in this area
4 = Exceeds: student is operating above minimum competencies in this area

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<tr>
<th>Name</th>
<th>Entry Date</th>
<th>Personal &amp; Social Maturity</th>
<th>Interpersonal Relationships</th>
<th>Communication Skills</th>
<th>Professional &amp; Ethical Conduct</th>
<th>Academic Performance GPA</th>
<th>Total</th>
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Assessment Criteria

**GPA:** Cumulative grade point average of all graduate course work to date. Faculty input regarding current course performance may be included.

**Personal and Social Maturity:** Characteristics and behaviors suitable to work in a professional capacity with vulnerable populations. Includes respectfulness, patience, empathy and compassion towards others. Generally demonstrates cooperative attitude, adaptability, self-regulation and ability to benefit from feedback.

**Interpersonal Relations:** Ability to establish positive interpersonal interactions with others, including peers, staff, faculty and clients.

**Communication Skills: Written and Oral**

A. Written communication skills appropriate to the situation and/or audience. Ability to effectively express ideas, needs and outcomes in a clear accurate manner.

B. Oral communication skills appropriate to the situation and/or audience in interpersonal or small group settings such as classes, teamwork, meetings, counseling sessions and/or staffing.

**Professional and Ethical Conduct:** Demonstrates professional behavior appropriate to the situation and ethical conduct consistent with the American Counseling Association Code of Ethics, including confidentiality, professional boundaries, and ethical decision-making.