

**Doctor of Philosophy (Ph. D.)  
in  
Counseling  
Psychology  
Handbook**

*Department of  
Counselor Education and Counseling Psychology*

*College of Education and Human Development*

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*Accredited by the  
Commission on Accreditation of the  
American Psychological Association*

*Questions related to the program's accreditation status should be directed to the Commission on Accreditation:*

*Office of Program Consultation and Accreditation*

*American Psychological Association*

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## PREFACE

The *Handbook* has been developed to assist students enrolled in the Doctor of Philosophy (Ph.D.) program in Counseling Psychology. By referring to this handbook, readers will become familiar with information regarding requirements, procedures and policies of the Ph.D. program in Counseling Psychology at Western Michigan University. The *Handbook* supplements *The Graduate Catalog*. Information contained in this publication may be changed without notice.

This handbook is based on the revised counseling psychology doctoral curriculum effective in 2005. This handbook applies to all counseling psychology doctoral students admitted fall 2005 or thereafter.

Students should retain a copy of the *Handbook* issued in the year of doctoral program admission as it contains the policies and procedures which govern the student's doctoral studies. When policies change, advisors, the Director of Training for Counseling Psychology and the Department Office will have current revisions available for inclusion in the *Handbook*. Students requiring information beyond what is presented in this publication should contact temporary advisors, doctoral Committee Chairpersons, the Director of Training for the doctoral program in Counseling Psychology, or the Department Chairperson.

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Western Michigan University prohibits discrimination or harassment that violates the law or that limits opportunities of admission, employment, or education based on the protected classes of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, age, protected disability, protected veteran status, genetic information, height, weight, or marital status.

The University will hold all members accountable for violations of the Non-Discrimination Policy (full version at [wmich.edu/policies/non-discrimination](https://wmich.edu/policies/non-discrimination)).

Department of Counselor Education and Counseling Psychology  
Ph.D. Program in Counseling Psychology

## INTRODUCTION

The Doctor of Philosophy (Ph.D.) Degree in Counseling Psychology, an APA accredited program, embodies a balanced training experience in the science of psychology, theoretical foundations, application of therapeutic skills and research. The program is designed to prepare skilled counseling psychologists to function successfully in a variety of professional settings with diverse populations. The Department Faculty in Counseling Psychology is committed to educating and training qualified students to fulfill the many responsibilities inherent in the role of a counseling psychologist such as psychotherapy, supervision, consultation, program development and evaluation, research, teaching and training.

## BACKGROUND

Doctoral programs were initiated at Western Michigan University in 1965. In 1978, the Doctor of Education (Ed.D.) in Counseling Psychology program was approved and a training committee was established to manage the new program. In 1981, the first student graduated from the doctoral program in Counseling Psychology. In 1983, a training committee was created to govern the program. The doctoral program in Counseling Psychology was accredited by the American Psychological Association in 1993. In 1996, the Ph.D. designation for the Counseling Psychology program was approved by the Board of Trustees of Western Michigan University. The program has maintained APA accreditation since it was initially awarded, with the most recent reaccreditation in 2019 for a full ten-year term.

## PROGRAM PHILOSOPHY

The Counseling Psychology doctoral program embraces the scientist-practitioner model and embodies a balanced training experience in the science of psychology, theoretical foundations, and application of practice skills and research. The program's focus is on the study and practice of career development; counseling and psychotherapy; cultural and individual diversity; systematic training in interpersonal skills; and the provision of preventive, remedial and educational interventions through the integration of theory, research, and practice.

The program is designed to prepare skilled counseling psychologists to function successfully in a variety of settings with diverse populations. Based upon the above model, the program has identified the following goals:

- Program Goal 1:** To prepare counseling psychologists who are scientist-practitioners.
- Program Goal 2:** To prepare psychologists whose identity and professional/scientific work reflects the Counseling Psychology specialty.
- Program Goal 3:** To prepare counseling psychologists with the knowledge, skills, and attitudes to work successfully with multicultural and diverse populations.
- Program Goal 4:** To prepare counseling psychologists who acquire and demonstrate understanding and competency in the discipline specific knowledge and profession-wide competencies specified in the Standards of Accreditation.

## **ADMINISTRATIVE ORGANIZATION FOR THE COUNSELING PSYCHOLOGY PROGRAM**

The Counseling Psychology Training Committee (CPTC) is responsible for the governance of the Counseling Psychology Doctoral Program. The committee is responsible for (1) recommending policies and (2) implementing approved policies. The Department Chairperson appoints a member of the CPTC as Chairperson of the CPTC and Director of Training.

The CPTC has responsibility for recommending policies in the following areas:

1. Recruitment of doctoral students
2. Admission to doctoral program in Counseling Psychology
3. Assignment of academic advisors
4. The program of studies (curriculum)
5. Selected retention and dismissal
6. The internship experience
7. Comprehensive examinations
8. Candidacy recommendations
9. The doctoral dissertation
10. Eligibility criteria to serve as counseling psychology faculty
11. Areas of concern assigned by the Department Chairperson

Recommendations regarding policies are presented to the Department Faculty for review and comment by the Director of Training of the CPTC. Approval of recommendations following faculty review rests with the University's administration or appropriate University Committees. Procedures and faculty actions necessary to implement approved policies are the responsibility of the CPTC subject to administrative approval.

The CPTC shall be responsible for providing direction for the program. It is expected that a Director of Training and a core committee shall be on duty throughout the fiscal year. Counseling Psychology faculty members are expected to serve as role models for colleagues, students and staff as demonstrated by teaching and research competency, recognition or distinction within professional associations, possession of an ABPP Diploma, or State License or other clear evidence of professional competence, performance and leadership in counseling psychology. All Counseling Psychology Faculty are members of CPTC (see faculty list below). The Director of Training serves as the chairperson for CPTC and is appointed by the Department Chairperson.

## **ADMISSION REQUIREMENTS AND PROCEDURES**

Admission to the Ph.D. program in Counseling Psychology requires a record of successful study. Applicants may be admitted on the basis of a bachelor's degree or a master's degree. Preference is given to applicants with academic backgrounds in psychology, counseling or a related area.

Initial screening of applicants is based on an assessment of a student's gr/ade point average, appropriateness of academic preparation, relevance of professional experience, quality of references, appropriateness of career goals, and quality of submitted writing samples. Applicants to the Counseling Psychology doctoral program should request current admission information from both the University Office of Admissions and Orientation and from the Department of Counselor Education and Counseling Psychology.

### Application Information

Applications are reviewed once a year to begin to study the following fall semester. WMU has an online graduate application system (<https://wmich.edu/grad/apply>) that allows all students (domestic and international) to submit required information into one system.

*Materials required by the Graduate College admissions office are:*

1. Online Graduate College Application for admission and application fee.
2. Official transcripts

*Additional Materials required by the Department include:*

1. Counseling Psychology Doctoral Program Application
2. Three (3) current letters of recommendation
3. A current resume or vita
4. An autobiography/written statement which includes a clear and complete statement of the development of the applicant's professional goals and how the applicant relates those goals to doctoral studies in Counseling Psychology.

**All the above materials must be received by December 1.** If December 1 falls on a weekend or holiday all application materials must be received by the next business day. We recommend that you allow a minimum of two weeks for your letters of recommendation to be submitted by your references and for your transcripts to be received by the university and available for review with your application.

### Application Information for International Applicants:

Additional information concerning application procedures for international students are available from the International Student and Scholar Services (<https://wmich.edu/international/apply>).

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### Admissions Information

Selected applicants are scheduled for interviews with faculty and current students, typically during the third or fourth week of January. Applicants not selected for interviews will be notified by email. Interviews are conducted virtually, and are comprised of a series of group interviews, an individual interview, and group discussion with current students. Following the interview process, the counseling psychology training committee decides which applicants will be offered admissions into the program. Notification of acceptance, alternate status, or denial is typically made the week following interviews. Offers of admission must be accepted or declined by April 15.

The number of applicants recommended for admission each year varies and is determined primarily by the availability of faculty advisors for incoming students.

### Reapplication

Applicants who have previously been denied, or declined a previous offer of admission, or failed to matriculate after having been offered admission and indicating an intention to matriculate, may be considered by the CPTC upon written notification by the applicant. Reapplicants may be considered along with all applicants for the term that they are applying and reapplicants are advised that an offer of admission is enhanced by the following:

1. At least one year has elapsed since the original admission decision.
2. There is an additional reason to consider an offer of admission which should be specified in the applicant's written request.

### Procedure for Reapplication

Individuals applying, after previously being denied, must submit a new application in the online graduate application system. Previously submitted materials and credentials will not be accepted. All application requirements for must be complete for the applicant to be considered for admission.

### Admission by Transfer from other WMU Graduate Programs

Students seeking to transfer to the Counseling Psychology Program from other Western Michigan University doctoral programs, including those in the CECF Department, will be accorded the same status as all other applicants seeking admission to the Counseling Psychology Program. Admission requirements and procedures to be followed are the same as described previously in sections of this handbook.

## **ADVISING POLICIES AND PROCEDURES**

The process of academic advisement is essential to acquiring attitudes and values of a counseling psychologist. Faculty advisement is an integral aspect of a student's doctoral program.

### Temporary Advisor

Following admission and matriculation to the Counseling Psychology Program, students are assigned a temporary advisor. Temporary advisors are responsible for the orientation of the student to the program, the Department, and the University. In addition, temporary advisors assist new students to select courses to begin graduate studies and assist in the selection of a Doctoral Chairperson and Committee.

### Doctoral Committee Chairperson

When students become sufficiently acquainted with Department faculty members, they must request a member of the Counseling Psychology faculty to serve as their Doctoral Committee Chairperson. The request for the Doctoral Committee Chairperson usually occurs near the end of the first year of study and should occur by the end of the first semester of the second year.

The selection of a Doctoral Committee Chairperson is important because the chairperson and the student work closely together throughout the student's training. As soon as practical after the selection of a Doctoral Committee Chairperson, students will request the appointment of a Doctoral Committee.

### Doctoral Committee

A minimum of three persons is required for all doctoral committees. The Doctoral Committee is composed of the doctoral committee chairperson, a second member from the CECP Department and a third member representing the graduate faculty from a department other than the CECP Department.

Requests for appointment of Doctoral Committees are made by students after securing agreement of the selected faculty members to serve on the committee, and must be reviewed by the Counseling Psychology Training Committee, the Department Chairperson, and the Dean of the College of Education and Human Development. The Dean of The Graduate College appoints doctoral committees following appropriate administrative review.

### Doctoral Committee Chairperson Responsibilities

The Chairperson shall have the following responsibilities:

1. Assisting the student in the preparation of a program of study that meets basic course and non-course requirements as established by the CPTC and using elective course work to meet the student's needs for specialization consistent with his/her career goals.
2. Evaluating the student's readiness for competency examinations.
3. Working with the student in the preparation of designated sections of competency examinations.
4. Informing the student of any known difficulties and/or deficiencies at any stage of the student's program of studies and recommending to the student the steps that should be taken to overcome the difficulties and/or deficiencies.
5. Assisting the student in the selection of an appropriate internship site which will meet with internship requirements as established by the CPTC and the student's special needs and interests.
6. Assisting the student in defining a dissertation topic which is psychological in nature and supervising the preparation of a dissertation proposal for presentation to the Doctoral Committee.
7. Assuming primary responsibility for working with the student throughout the dissertation process.
8. Coordinating the work of doctoral committee members who review the dissertation.
9. Participating with the other committee members in hearing and evaluating the student's oral defense of the dissertation.
10. Recommending, along with the other committee members, the awarding of the doctoral degree.

### Doctoral Committee Responsibilities

The doctoral student's Committee members are responsible for:

1. Reviewing the student's program of studies.

2. Providing counsel and assistance for the student as he/she proceeds through the program of studies.
3. Evaluating, along with all other Doctoral Committee members, student's competency examinations.
4. Approving, along with all other Doctoral Committee members, the student's dissertation proposal.
5. Recommending, along with all other Doctoral Committee members, the student for admission to candidacy when appropriate.
6. Participating, along with all other Doctoral Committee members, in hearing and evaluating the student's oral defense of the dissertation.
7. Recommending approval of the dissertation.
8. Recommending, along with all other Doctoral Committee members, the awarding of the doctoral degree.

### **THE PROGRAM OF STUDY**

The Counseling Psychology Program is designed to educate and train counseling psychologists with a variety of special interests. The CPTC requires students to complete a program of study which will achieve this goal. A specific form for the program of study shall be completed and submitted by students and doctoral chairs in conjunction with the doctoral committee and reviewed by CPTC.

The CPTC is also cognizant of the continuing need for professional practitioners who are eligible for state licensure/certification. The Counseling Psychology program enables students to pursue a combination of course work, practica experiences, research, and supervised internship typically expected for licensure/certification. It is the student's responsibility to be aware of licensure/certification requirements in various states. The faculty, CPTC, Department and doctoral committee cannot be responsible for graduates' licensure/certification application outcome.

#### Program Prerequisites

The following content areas are considered prerequisites for doctoral study in Counseling Psychology. It is anticipated that most students will have completed these courses or their equivalents before enrollment in the doctoral program. In the event that some of these content areas were not part of the student's graduate studies, students and their doctoral chairs and committees will work to develop a plan for their completion prior to graduation.

Group Dynamics and Procedures  
Tests and Measurements  
Counseling Techniques  
Career Development: Theory and Practice  
Theories of Counseling  
Counseling Practicum  
Field Practicum (600 hours)

**I. Basic Scientific Core (30 hours)*****A. Research Tools******Tool #1 - Research Methods (6 hours)***

CECP 7250 - Counseling Psychology Doctoral Research Seminar (3)

EMR 6480 - Qualitative Research Methods (3)

***Tool #2 - Statistics (6 hours)***

EMR 6450 - Data Analytics I: Designed Studies (3)

EMR 6650 - Data Analytics II: Correlational Studies (3)

***B. Biological Bases of Behavior (3 hours)***

PSY 6120 - Advanced Physiological Psychology (3)

***C. Cognitive - affective Bases of Behavior (3 hours)***

CECP 6860 - Learning &amp; Cognition (3)

***D. Social Bases of Behavior (3 hours)***

CECP 6860 - Social Psychological Theory (3)

***E. Individual Behavior and Human Development (6 hours)***

CECP 6210 - Psychopathology: Classification &amp; Treatment (3)

CECP 6740 - Psychological Development Theory (3)

***F. History and Systems of Psychology (3 hours)***

PSY 5950 - History of Psychology (3)

**II. Specialization in Counseling Psychology (42 hours)*****A. Counseling Psychology (24 hours)***

CECP 6070 - Multicultural Counseling &amp; Psychology (3)

CECP 6880 - Advanced Multicultural Counseling Psychology (3)

ELECTIVE (Multicultural) - concerning women, race/ethnicity, or lesbian and gay issues (3)

CECP 6220 - Psychoeducational Consultation (3)

CECP 6750 - Counseling Theories and Practices (Advanced) (3)

CECP 6800 - Counseling Psychology Professional Issues and Ethics Seminar (3)

CECP 6910 - Supervision in Counseling &amp; Psychotherapy (3)

CECP 6940 - Vocational Development Theory (Advanced) (3)

***B. Human Assessment (6 hours)***

CECP 6500 - Intellectual Assessment (3)

CECP 6510 - Personality Assessment (3)

***C. Supervised Doctoral Practica (12 hours)***

CECP 6930a - Doctoral Practicum in Individual Counseling &amp; Psychotherapy (4)

CECP 6930b - Doctoral Practicum in Group Counseling (4)

Elect one:

CECP 6930c - Doctoral Practicum in Marital/Family Therapy (4) **or**CECP 6930d - Doctoral Practicum in Career Counseling (4) **or**

CECP 6930e - Doctoral Practicum in Clinical Supervision (4)

\* Students are advised to track all of their master's and doctoral practicum hours for the internship application process. Please reference the APPIC Web site for more details (<http://www.appic.org/>). APPIC=Association of Psychology Postdoctoral and Internship Centers.

### **III. Recommended Electives ( 3 hours)**

A minimum of 3 hours of appropriate electives recommended by the doctoral committee.

### **IV. Doctoral Dissertation Hours (12 hours)**

CECP 7300 - Doctoral Dissertation: must be continuously enrolled in hours (minimum 12) following initial enrollment until the dissertation is approved by the Graduate Dean.

### **V. Pre-Doctoral Internship (4 hours)**

CECP 7320 - Doctoral Clinical Internship: enroll for 1 hour each of the four semesters during pre-doctoral internship.

## **CONTINUOUS ENROLLMENT AND RESIDENCY POLICY**

Students must complete their requirements for the doctoral degree within 7 years by continuous enrollment following their admission. Continuous enrollment is defined as enrollment in all fall and spring semesters from the initial enrollment to the semester in which the student graduates. If the student will graduate in summer I or summer II, the student must be enrolled in that session. For students not enrolled in the summer I and summer II sessions, pre-enrollment in the subsequent fall semester is necessary for access to library resources during summer I and summer II. All degree requirements must be completed within 7 years following the first semester of enrollment in the doctoral program.

Doctoral studies in counseling psychology require a minimum of three full-time academic years of graduate study at least two of which must be completed at Western Michigan University with a minimum of one year in full-time residence. With the number of credit hours required to complete the doctorate in counseling psychology and the normal full-time graduate course load of 9 credits in the fall, 9 credits in the spring and 6 credits in Summer I and II, students usually require a minimum of 3 full-time years to complete their course work and comprehensive examinations, excluding dissertation and pre-doctoral internship. The program also requires the completion of a one-year pre-doctoral internship prior to the awarding of the doctoral degree. Typically, counseling psychology students are in residency and engaged in full-time studies on campus for the first three years of their doctoral studies. Continuous enrollment on a full-time basis prior to the pre-doctoral internship is strongly encouraged so that the student can be fully involved in the life of the department.

## **GRADUATE COLLEGE POLICY**

It is the doctoral student's responsibility to be knowledgeable of and to follow all The Graduate College Policies. See the current *Graduate College Catalog* (<https://wmich.edu/registrar/catalogs>) for information pertaining to doctoral studies at the University.

## **MINIMUM LEVEL OF ACCEPTABLE ACHIEVEMENT AND COMPETENCY**

Counseling psychology doctoral students are expected to demonstrate minimal acceptable levels of achievement and competency throughout the doctoral program. Per Graduate College Policy, to be in good standing, doctoral students must maintain a 3.0, or higher, grade point average (B or better). Students falling below a 3.0 GPA in any semester or session receive a "warning" even if the overall GPA is 3.0 or better. A student is placed on academic probation if the overall GPA falls below a 3.0, and receives a dismissal notice if the overall GPA is not raised to or above a 3.0 at the end of a semester or session on probation. APA accreditation standards require Counseling Psychology to achieve grades of B or better

in all coursework, maintain a minimum GPA of 3.0 or higher, and receive grades of Credit (equivalent to a grade of B or better) in their practicum courses. Doctoral students are expected to meet developmental competency expectations consistent with the course work, practica and assessment training completed in program. Students functioning below good standing academic achievement expectations and/or below competency expectations for practicum/assessment work consistent with the level of training completed in the program are reviewed by faculty according to the annual review student review procedures and the student retention policy.

### **COMPREHENSIVE COMPETENCY EXAMINATIONS**

The program of study in the Counseling Psychology Program is designed to prepare highly skilled professionals for positions in a variety of work environments. A carefully conceived and sequenced program of advanced psychological studies, practica, and research experiences equips students with knowledge and competencies requisite to future success in attaining their career goals.

Students are expected to demonstrate attainment of those competencies by successfully passing a series of examinations in the following areas: (1) counseling psychology information and knowledge and (2) a professional work sample.

It is expected that students will successfully complete the competency examinations prior to their pre-doctoral internship which usually requires that the student begin the examinations a minimum of 12 months prior to the planned beginning of their pre-doctoral internship. Certification of readiness for pre-doctoral internship application rests with the Training Director in consultation with the student's committee chairperson.

It is the responsibility of the doctoral committee chairperson to document successful completion of the competency examinations using standardized evaluation forms. These forms are signed by the doctoral committee and submitted by the student to the appropriate E-learning Dropbox.

#### Knowledge in Counseling Psychology

This examination requires satisfactory written response to a set of questions that demonstrates the student's ability to integrate and apply knowledge in counseling psychology. Students may elect to satisfy this requirement with the approval of their Doctoral Committee.

#### Procedures.

The procedures for satisfying this requirement are:

- a. Students request approval of the Doctoral Committee to attempt completion of this requirement.
- b. The Doctoral Committee selects one question in research methodology and one in counseling psychology.

- c. The Doctoral Committee selects two questions from the areas listed below:
1. Consultation
  2. Developmental Psychology
  3. Ethics
  4. Foundations in Psychology
  5. Group Behavior
  6. Historical Foundations
  7. Multicultural Studies
  8. Program Evaluation
  9. Psychodiagnostics/Assessment
  10. Psychodynamics
  11. Psychopathology
  12. Psychotherapy
  13. Supervision
  14. Theoretical Foundations
  15. Vocational Psychology
- d. Students shall be given up to fifteen working days (twenty-one calendar days) to complete the examination.
- e. Each response shall be typewritten, double spaced, and shall not exceed 1500 words (six typewritten pages), exclusive of the references. APA citation and reference style shall be followed.
- f. Each question is evaluated independently a Pass/Fail basis by committee members. A majority vote of the Committee is necessary to pass the requirement.

#### Professional Work Sample

This examination assesses students' behavioral skills in counseling psychology. Students may elect to satisfy this requirement with approval of their Doctoral Committee Chairperson.

#### Procedures

The procedures for satisfying this requirement are:

- a. The Doctoral Committee Chairperson and students arrange for an oral examination time and consult on a sample representative of the students work in counseling psychology.
- b. At least two weeks prior to the scheduled oral examination students present to each member of the doctoral committee a written description of a work sample that demonstrates his/her professional skills in counseling psychology. The oral examination time provides committee members an opportunity to question students, and students an opportunity to further demonstrate their understanding of the work sample presented.
- c. Following the oral examination, the evaluation committee shall determine by majority vote (pass/fail) if students have passed the professional work sample requirement.

#### Remediation

Students who fail any of the designated examinations on their first attempt will be granted an opportunity for a re-examination. Students who fail on a second attempt will be reviewed by the CPTC. The CPTC may consider written requests from students that include support of their Doctoral Committee Chairperson for permission to make a third attempt.

Requests for permission to make a third attempt must be made within 30 days following official notification of the student's second failure in order to be considered by the CPTC. Students who fail any of the designated examinations on their third attempt will be reviewed by the CPTC who may recommend dismissal from the program.

### Procedures

Specific remedial procedures for each of the designated areas are as follows:

#### 1. Knowledge In Counseling Psychology

Students who fail to receive a favorable evaluation in this area on the first attempt may elect to repeat the examination. It is the responsibility of the Doctoral Committee Chairperson to apprise students of deficiencies in preparation and suggest remedial measures which may assist students in overcoming these deficiencies. Committee members are expected to share the rationale they used in evaluating a student's examinations. When students elect to repeat this examination, the same procedures as in the first examination shall prevail.

#### 2. Professional Work Sample

Students who fail to pass this area on the first attempt may, after a period of three months, elect to repeat the examination. The same procedure of evaluation as prescribed for the first attempt shall be followed for the student's second attempt.

## **INTERNSHIP POLICIES AND PROCEDURES**

The internship is an essential component of the Counseling Psychology Program. By furthering the development of the knowledge and skills facilitated by previous course work and practica, the internship becomes crucial preparation for functioning as a counseling psychologist. Students begin their internships only after completing all required course work, practica, competency examinations, and the dissertation proposal, and have received approval from their Doctoral Committee Chairperson and the CPTC.

Internships require a 2,000 clock-hour experience either for one calendar year of full-time experience, or for two years of half-time experience. They may or may not be in a single agency. The internship setting must be accredited by the American Psychological Association as an internship site. In rare cases a site may not be APA accredited; however, non-APA accredited sites must be approved by the doctoral committee and the CPTC prior to application. October 1 is the deadline for filing a request to apply to a non-APA accredited site.

Early in the Fall semester, students planning to apply for internship during the next academic year should meet with their doctoral chair and the program Training Director and obtain written instructions for certification. These meetings will allow review of the student's readiness for internship and permit certification if eligible. All students must complete an application form "Permission to elect, CECP 7320 Clinical Internship" in order to enroll for the course associated with the pre-doctoral internship. Students should submit a copy of their acceptance letter or an Internship Acceptance Form to the Director of Training after Match Day. Following completion of the internship, a final evaluation is required from the site and this serves as documentation of completion of the internship.

## **DOCTORAL CANDIDACY STATUS**

Students who are applicants for a doctoral degree must achieve candidacy status before the semester or session in which their dissertation is defended. Candidacy status is awarded, with the concurrence of the Doctoral Committee, when the following requirements have been met:

- a. An overall point-hour ratio of 3.00 in all graduate work completed.
- b. Completion of all course requirements.
- c. Successful completion of all required competency examinations.
- d. Approval by the Doctoral Committee of the dissertation proposal and approval from the Human Subjects Institutional Review Board.

### Procedures

1. Students should present the completed form, "Request for Doctoral Candidacy Status," to the Doctoral Committee Chairperson.
2. The Doctoral Chairperson reviews the application for compliance and forwards it to the Director of Training.
3. The Director of Training reviews the request and submits a recommendation to the Department Chairperson to approve or disapprove. The Department Chairperson then reviews the recommendation and forwards it to The Graduate College.

## **THE DOCTORAL DISSERTATION**

The doctoral dissertation process is one which serves as a culminating professional educational experience. It demands that students demonstrate maturity as a scholar, and the ability to conceptualize, propose, design, and write an original study. The process requires serious investment of time and energies and an ongoing, effective relationship with one's Doctoral Committee Chairperson and members.

The Department does not expect students to be experienced researchers prior to the dissertation stage of the program of studies. However, as a result of students' previous research instruction, practice and completion of the dissertation process, the Department does expect that students will develop competency as researchers. The completion of the dissertation is the ultimate academic achievement in graduate study and it is fully expected that the dissertation and its oral defense will reflect the student's best efforts at scholarly achievement.

The dissertation topic must be psychological in nature and should reflect the student's professional interest in an area of inquiry, which is representative of the field of counseling psychology. The selection of an appropriate topic is the student's responsibility and is carried out in close consultation with the Committee Chairperson. Following the identification of a realistic, manageable, and interesting dissertation topic, students in consultation with their Committee Chairperson, prepare a formal written dissertation proposal. In general the proposal should include a rationale for selection of the topic, the problem and its background, a review of relevant literature, the proposed design of the study, and the proposed treatment of results. In short, a good dissertation proposal indicates the process which a student intends to go through from inception of the problem to conclusion. Dissertation proposals must be to committee members for review at least two (2) weeks prior to their scheduled meeting date. The Doctoral Committee, as described earlier in this document, must review the proposal and approve it. Students and their Committees then determine what their relationship will be during the dissertation process. **Approval by the Human Subjects Institutional Review Board (HSIRB) must be obtained before the study commences.** Information about the HSIRB review process is available on-line at <https://wmich.edu/research/compliance/wmuirb>

The Department faculty requires that the American Psychological Association writing style be employed in dissertation writing. Where APA style is not specific, the style employed must meet The Graduate College requirements.

The Doctoral candidates shall schedule their orals at a time when all committee members can be present either in-person or virtually. Candidates shall provide a copy of their dissertations to their committees at least 14 days prior to the oral defense. The Doctoral Oral Examination scheduling form must also be filed with The Graduate College 14 days prior to the examination.

The final copy of the dissertation is submitted to The Graduate College through ProQuest. Specific Instructions for creating a ProQuest account and submitting the dissertation are provided on the Graduate College website (<https://wmich.edu/grad/current-students/dissertation>). A copy of the Graduate College Dissertation Approval Form must also be submitted to the Counseling Psychology Program E-Learning Dropbox. Students are urged to review the most recent version of The Graduate College's Guidelines for the Preparation of Theses, Specialist Projects, and Dissertations which is available through a link on the Graduate College dissertation webpage <https://wmich.edu/grad/current-students/dissertation>. Copies of the current edition of the *Publication Manual of the American Psychological Association* may be purchased at the University's bookstore.

### STUDENT REVIEW PROCEDURE

Students will be reviewed annually by the CPTC concerning their progress and performance in the counseling psychology program.

All students are reviewed for compliance with the following checkpoints for progress in the doctoral program:

By the end of the 1st year/Beginning of the 2nd year:

1. Completed Notification of Appointment to a Dissertation Committee. (This requires that you secure a doctoral chair and committee.)
2. Approved Program of Study
3. All doctoral students must secure a dissertation chair (academic advisor) and have a program of study approved, signed by committee and filed with the department by the end of fall semester during their second year of study. Students who do not complete these requirements will be required to meet with the Counseling Psychology Training Committee to discuss their progress in the program.

Prior to applying for internship (Oct. 1 of year before internship):

1. Knowledge Comprehensive Exam
2. Work Sample Comprehensive Exam
3. Dissertation Proposal Accepted by Committee
4. To be eligible to apply for pre-doctoral internship in the fall semester of a specific year, doctoral students must complete one (1) program requirement (i.e., comps or dissertation proposal) no later than the last day of classes for summer session I. The second program requirement must be completed no later than October 1

Prior to internship:

1. Complete all course work
2. Approved Request for Doctoral Candidacy (Includes dissertation proposal, approval and IRB approval)
3. Acceptance Letter from Pre-Doctoral Internship Site

Prior to graduation (7-year time limit): STOPPED

1. Internship successfully completed (Final Evaluation from Pre-Doctoral Internship Site)
2. Completion of Dissertation Oral Examination (includes Graduate College approval and copy of dissertation front piece submitted to the CECP office)

Additional annual review processes support progress for advanced students (5<sup>th</sup> year and beyond):

1. All students in the 5<sup>th</sup> year and beyond provide an annual summary of their progress towards their degree in the preceding year, a list of their remaining requirements, and a timeline for completion of these tasks to their advisors. As part of this summary advanced students also identify support that they need from their doctoral chair and/or the CPTC to assist them in completing the program on time.
2. After being reviewed by their doctoral chair, this documentation is submitted to the CPTC and each student meets individually with the committee to discuss progress towards degree and identify barriers and needed supports, if any. This formal documentation provides the program a concrete way to identify and engage in remediation with students who are at-risk of not completing the program.
3. All students who have not defended their dissertation and who are not currently completing or have completed internship by the start of their 7<sup>th</sup> year in the program are further required to identify a detailed semester-by-semester plan of action so the student can complete the program by the end of their 7<sup>th</sup> year in the program.
4. All students who have not graduated by the end of their 7<sup>th</sup> year in the program are further required to submit a write-up that explains the circumstances that necessitate a program extension. Program extensions will be provided in exceptional cases rather than as a matter of standard practice.

In addition to the annual basic progress checks noted above, students are continuously evaluated, monitored and reviewed by faculty with respect to their professional development, academic performance and clinical performance while in the program. Program faculty who have significant concerns about a student's professional development, academic performance or clinical competence may raise the concern in executive session of the CPTC monthly meetings or during the annual student reviews. Policy and procedures outlined in the department's Graduate Student Retention Policy, including the student concerns form procedure, are followed when significant concerns occur.

Students are advised of their progress or lack of progress toward these goals and requirements during summer sessions of each academic year. A letter is written to each student noting their progress through the various stages of their program and suggesting any actions needed on their part at that time. Progress on these goals and requirements are essential to the student's successful completion of the degree requirements within the seven-year time limit of the Graduate College.

**Retention Policy for Graduate Students in the Department of  
Counselor Education and Counseling Psychology**

Recommended by Faculty April 6, 2006

Approved by Department Chair and University Counsel May 26, 2006

- I. **Scope:** This policy applies to all students enrolled for academic credit in the Department of Counselor Education and Counseling Psychology.
- II. The Department of Counselor Education and Counseling Psychology has responsibility to the public and the appropriate national and state professional associations to evaluate student ability and willingness to meet academic standards set forth by the university, as well as standards of personal and professional conduct set forth in the university Student Code and the ethical standards associated with their field of practice (i.e., standards developed by the American Counseling Association, the American Psychological Association, the American Association for Marriage and Family Therapy, the American School Counselor Association, the National Association of Student Personnel Administrators, the American College Personnel Association, the Council on Rehabilitation Education, the Commission on Rehabilitation Counselor

Certification , the American Society for Training and Development, the Society for Human Resource Management, and the International Society for Performance Improvement).

Accordingly, students must abide by the standards set forth in the most recent versions of the ethical standards and professional codes of conduct associated with their field of practice. Students should be aware that portions of these standards require practitioners to prevent personal problems and conflicts from harming a client or interfering in effective treatment and stipulate that practitioners must practice within their bounds of competence.

Formal evaluation of student adherence to these standards will be conducted at least annually at a department faculty or training committee meeting. Student adherence to these standards will also be continuously monitored by program faculty (through, for example, courses, advising, or other professionally-related interactions). Should faculty become concerned about a particular student's conduct in the course of professional interactions, they should discuss their concern with the student, and complete a Professional Conduct Concerns form. Copies of this form will be given to the student, the student's advisor, and placed in the student's department file. Depending upon the outcome of this initial discussion with the student, faculty may also present the concern at the annual review meeting and/or request time to discuss their concern at the next faculty, training committee, or unit meeting.

Following discussion of a student's conduct during either the annual evaluation period, or as a result of continuous monitoring, the student will be provided an opportunity to present their perspective regarding the matter. Afterwards, the department faculty or training committee may make recommendations for further action, if any, to the department chair. Such recommendations may include, but are not limited to: taking no action, educational remediation within the department or formal referral through the department chair to the appropriate university conduct board or other university department, division, or process. The department chair will determine departmental remediation, if any, after considering faculty recommendations. Educational remediation within the department may include, when appropriate, assisting the student in identifying a more appropriate alternative career choice. University sanctions may include, but are not limited to: written warnings, reprimands, behavior contracts, probation, suspension and/or dismissal from the university.

This Policy does not operate to diminish or abridge a student's right under other applicable university policies or procedures. This policy does not operate to diminish or abridge the university's rights under other university policy, university procedure, or applicable law.

- III. Students must abide by the most current academic standards set forth by the Western Michigan University Graduate College. Policies and procedures are made available in college catalogs as well as other university documents. Students may request copies of these policies and procedures at any time.
- IV. Students must abide by the Western Michigan University Student Code and other applicable university policy.
- V. The department reserves the right to evaluate any special or unique circumstances or to modify this retention policy as needed.

## Professional Conduct Concerns

Student \_\_\_\_\_ Program Area \_\_\_\_\_

Faculty Member \_\_\_\_\_ Documentation Date \_\_\_\_\_

Resolution Date \_\_\_\_\_

The Department of Counselor Education and Counseling Psychology has responsibility to the public and the appropriate national and state professional associations to monitor and respond to the professional conduct of students. As detailed in the department retention policy and documented in doctoral and master's student handbooks, the faculty continuously monitor student adherence to standards of personal and professional conduct set forth in the ethical standards associated with their field of practice. This Professional Conduct Concerns form is designed to assist department faculty in communicating areas of concern to students.

check all areas of concern	<b>PROFESSIONAL CONDUCT CONCERNS</b>
	Exhibiting professional attitude and behavior in interactions with others including fellow students, faculty, supervisors and clients.
	Exercising good judgment in sharing personal feelings, thoughts and experiences in the classroom or other professional settings.
	Assuming appropriate level of professional responsibility for completion of assigned work and professional duties.
	Demonstrating willingness and ability to use self-reflection to develop multicultural awareness, knowledge and skills.
	Demonstrating willingness and ability to use self-reflection to promote professional growth.
	Demonstrating openness to constructive feedback from instructors and supervisors.
	Adhering to state regulations concerning their profession. Circle One: Counseling Psychology Counselor Education Human Resource Development Marriage & Family Therapy
	Adhering to ethical standards of their profession*. Circle One: Counseling Psychology (APA) Counselor Education (ACA, ACES, ASCA, AMHCA, CRCC, IAMFC) Human Resource Development (ASTD, ISPI, SHRM) Marriage & Family Therapy (AAMFT) Student Affairs (ACPA, NASPA)
	Other:

Describe problematic behavior including context (e.g., courses, advising, informal interaction):

\_\_\_\_\_  
Faculty Signature\_\_\_\_\_  
Date

Summarize discussion with student:

\_\_\_\_\_  
Faculty Signature      Date

I have had opportunity to review and discuss these concerns.

\_\_\_\_\_  
Student Signature      Date

Summary of current level of concern:

\_\_\_\_\_ I am comfortable with the informal conversation I had with the student. No further action is needed at this time.

\_\_\_\_\_ I believe the concern should continue to be monitored, and would like to discuss this student during the annual review.

\_\_\_\_\_ I believe the concern is serious enough to warrant immediate faculty discussion and possible action.

Summarize faculty recommendations for continued monitoring or intervention. Specify action, actor and timeline.

\_\_\_\_\_  
Faculty Signature      Date

## STUDENT RIGHTS AND RESPONSIBILITIES

Important information concerning graduate student rights and responsibilities are specified in the Student Rights and Responsibilities section of the Western Michigan University Graduate Catalog which is available online. A link to the Graduate Catalog is available on the CECP Student Resources webpage at <https://wmich.edu/cecp/student-resources>.

Once in the online Graduate Catalog students may link to the Student Rights and Responsibilities section of the catalog on the Academic Policies page. Basic information on University and Graduate College policies is provided concerning: Students' Basic Rights; Academic Rights; Student Academic Conduct including Academic Honesty, Cheating, Fabrication, Falsification and Forgery, Multiple Submission, Plagiarism, Complicity, Computer Misuse; Conduct in Research; Research Board Requirements; Charges of Violations of Academic Honesty and Conduct in Research; Course Grade and Program Dismissal Appeals; Dissertation/Thesis/Project Appeals Procedure; The Family Educational Rights and Privacy Act; Policy on Sexual Harassment and Sexism; President's Statement on Racial and Ethnic Harmony; Discrimination: Complaints and Grievance Procedure; Western Michigan University Student Code; Western Michigan University Expectations for Good Practice in Graduate Education; and Western Michigan University Adjudication of Situations Involving Graduate Students' Rights and Responsibilities. All CECP graduate students are expected to read and be familiar with the Student Rights and Responsibilities section of the Graduate College Catalog.

## PROGRAM ENHANCEMENT AND SELF-ASSESSMENT

The Counseling Psychology program has an ongoing commitment to self-assessment and program enhancement. The Counseling Psychology Training Committee (CPTC) is responsible for ensuring the implementation of a comprehensive counseling psychology curriculum including coursework, practica, and internships. To preserve and enhance the quality of the program the following have been included as part of the program's self-assessment and enhancement activities.

As part of the APA accreditation process the program submits an annual report to APA for reaffirmation of accreditation each year. The program will also participate in future self-study and periodic reviews required by the APA accreditation process. The program is accredited by the Commission on Accreditation of American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC 20002-4242, telephone (202) 336-5979/Email: [apaaccred@apa.org](mailto:apaaccred@apa.org) Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation) The program is committed to maintaining full compliance with APA's Guidelines and Principles for Accreditation of Programs in Professional Psychology.

The program's mission and specific objectives are assessed both within the program as well as outside the program. Focus is given to current students' activities as well as students' achievements following graduation as indicators of program outcome. The program's self-assessment is focused on the four basic goals identified in the Program Philosophy section of this Handbook (Program Goals 1 - 4, page 1). Outcome indicators utilized within the program for current students include coursework, practica, annual review of students, comprehensive examinations, dissertation, internship review, internship placement, internship evaluations, publications involving students/faculty collaboration, presentations involving student/faculty collaboration, and organizational membership and attendance at national and regional conferences. Outcome indicators obtained from graduates of the program include initial and current job placements, licensure, publications and presentations, organizational membership, and community involvement/leadership.

All courses, instructors, practica and internship experiences are regularly evaluated by students. The Department Chair and Counseling Psychology Faculty consider student evaluations annually. The Department Chair may refer specific course, program or practica issues pertaining to the doctoral program

to the CPTC for review and recommendations. Student feedback and evaluations of internship training sites are also reviewed and discussed by program faculty, and considered in future student internship placements.

### COUNSELING PSYCHOLOGY FACULTY

Visit <https://wmich.edu/cecp/directory> for a full list of CECP Department Faculty, and for more information about the faculty listed here.

#### DEPARTMENT CHAIR:

**VALERIE E. DIXON** (she/her), Ph. D., Southern Illinois University-Carbondale; Ed. S., The Florida State University; M.A., University of South Florida; B.A. University of South Florida. Associate Professor. Licensed Professional Counselor (FL. and IL.), Certified Rehabilitation Counselor, National Certified Counselor. Professional interests: effective interventions for underrepresented populations (persons w/disabilities, multicultural populations, offenders), counseling supervision and staff development/training.

#### COUNSELING PSYCHOLOGY FACULTY

**BRANSON BOYKINS** (he/him), Ph.D., Western Michigan University; M.A., Wayne State University; B.A., Michigan State University. Assistant Professor and Licensed Psychologist. Professional interests: multicultural psychology and exploring intersections between race and psychology, college counseling, men's health and psychological well-being, African American psychology, and contemporary forms of bias and oppression experienced by racial minorities.

**SUN BUTLER** (they/them), Ph.D., M.A., Western Michigan University; B.A., Dillard University. Faculty Specialist and Director of the Center for Counseling and Psychological Services–Grand Rapids. Professional interests: race-based stress, trauma, Sexuality and Gender expansiveness, multicultural counseling and process outcomes, and training.

**GABRIEL A. DELONG** (he/him), Ph.D., M.A., Wayne State University; B.A., The Pennsylvania State University. Assistant Professor and Doctoral Limited Licensed Psychologist. Professional interests: LGBTQ+ counseling and support, assessment, ADHD, body image, and participatory culture-responsive program development.

**KELLY A. MCDONNELL** (she/her), Ph.D., M.S., Indiana University; B.A., Franklin and Marshall College. Professor and Licensed Psychologist. Training Director and Clinical Coordinator for Counseling Psychology. Professional interests: counseling process and outcome, group work and group leader development, supervision, and domestic violence issues.

**ERIC M. SAUER** (he/him), Ph.D., Michigan State University; M.A., Ball State University; B.S., Michigan State University. Professor and Licensed Psychologist. Professional interests: counseling psychology, counseling process and outcome, attachment theory, and supervision and training.

**MARK W. ST. MARTIN** (he/him), Ph.D., Western Michigan University; M.A., West Virginia University; B.A., Alma College. Associate Professor and Licensed Psychologist and Licensed Professional Counselor. WMU Career Counseling Coordinator and Director of the Center for Counseling and Psychological Services–Kalamazoo. Professional interests: vocational psychology, career counseling, mindfulness, holistic health, supervision, and exercise psychology.

See our web page at <https://wmich.edu/cecp> for more information about the university, department, and program.