



Governors State
U N I V E R S I T Y

College of
Education

Ph.D. in Counselor Education and Supervision

Division of
Psychology
and
Counseling

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WELCOME! The faculty and staff of the Counselor Education program welcome you to the Doctor of Education (Ph.D.) 3 program at Governors State University (GSU). This handbook focuses specifically on the doctoral component of the Counselor Education program, its course of study, and evaluation measures that are critically important for all doctoral students.

As a GSU Counselor Education program student, your presence in our program requires strict adherence to the ethical principles of the counseling profession. Each student in the masters program and the doctoral program are expected to conduct themselves as professionals in training and adhere to the ethical standards and Standards of Practice set forth by the American Counseling Association (ACA).

We invite each doctoral student to read and learn the parameters of the doctoral program and seek guidance from your program advisor if you have any additional questions.

Welcome to our Counselor Education program and good luck to you!!

Information in the student handbook is subject to change and does not constitute a contract or guarantee with the Counselor Education program. The Counselor Education program expressly reserves the right to change, phase out, or discontinue any policy or program. Such changes take precedence over student handbook statements. Students will be informed about these changes by their advisor.

The Counselor Education and Supervision (CES) program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Congruent with CACREP objectives, the purpose of a Counselor Education and Supervision doctoral degree is to produce advanced clinicians, supervisors, competent researchers, and educators. The Ph.D. in Counselor Education and Supervision is based on a practitioner-scholar model with an emphasis on the individual, couple, family, community, educational, and societal systems. This program primarily follows a service-oriented model, but with specific emphasis on scholarly writing for the purposes of professional publishing and grant-writing.

The Ph.D. in Counselor Education and Supervision emphasizes the leadership and advocacy duties of counselors. All counseling students are expected to treat the GSU CES faculty, fellow professionals, the public, and clients with respect and advocate for the rights of diverse groups. Advocating for diverse groups can be done at the personal, community, professional, and societal levels. Students are encouraged to advocate at each of these levels.

Mission

Graduates with a doctoral degree in Counselor Education and Supervision at GSU will be prepared to be highly knowledgeable, skilled, dedicated, and ethical professionals, researchers, educators, and practitioners. Our doctoral graduates will provide leadership and expert service that enhances diverse student development in the school, family, community, and cultural contexts that will advance the accountability of counseling services.

Learning Objectives

1. This program primarily follows a service-oriented model, but with specific emphasis on scholarly writing for the purposes of professional publishing and grant writing.
2. The Ph.D. in Counselor Education and Supervision emphasizes the leadership and advocacy duties of counselors. Advocating for diverse groups can be done at the personal, community, or societal level.
3. Graduates will be knowledgeable, skilled, dedicated, and ethical educators.
4. Graduates will be knowledgeable, skilled, dedicated, and ethical counseling practitioners.
5. Graduates will be knowledgeable, skilled, dedicated, and ethical supervisors.
6. Graduates will provide leadership and expert service that enhances diverse student development in the school, family, community, and cultural contexts that will advance the accountability of counseling services.

PROGRAM STRUCTURE

The doctoral program in Counselor Education and Supervision is designed for students who hold a masters degree from a CACREP-accredited counseling program, a degree in counseling, or a degree in a related field. The program includes a minimum of 48 credit hours. Students are expected to attain advanced level competence in counseling, supervision, teaching, research, advocacy and leadership through coursework and out of class learning. Supervision, practicum, and internship experiences are required. The Ph.D. program requires an investment of time and energy beyond classroom sessions. The doctoral program requires passing of doctoral written comprehensive examinations, and completion of a dissertation project. The program is designed to be completed in three years. Students take at least two courses each semester with their cohort during the Fall, Spring, and Summer. Students are expected to enroll full time in doctoral studies and take courses with their cohort in the specified sequence.

Required Coursework

All doctoral students must have a masters degree in counseling or a related field and the equivalent of the core courses for the counselor education masters degree. Those graduating from a CACREP-accredited masters degree will automatically meet the entry-level coursework requirement. Those not graduating from a CACREP-accredited program must have a transcript review and may be required to take courses in addition to the required 48 credits for the doctoral program. Students who not graduate from a CACREP-accredited program must also provide documentation that they had a 100 hour practicum (with at least 40 hours of direct service) and a 600 hour internship (with at least 240 hours of direct service).

Required Masters Level Core Courses (33 Hours)

COUN 6610 Research and Assessment (3) COUN 7720 Social and Cultural Foundations (3)
COUN 6600 Professional Orientation and Ethical Standards for Counselors (3) COUN 7620 Life Span Developmental Issues (3)

COUN 6630 Counseling Theories (3)
 COUN 7725 Family Systems: Theory and Practice (3)COUN 7730 Life Style and Career Development (3)
 COUN 7810 Beginning Counseling and Human Relations Skills (3)COUN 8811 Interventions with Children and Adolescents (3)
 COUN 7847 Group Dynamics and Intervention (3)
 COUN 7855 Assessment and Treatment Planning (3)Required Doctoral-Level Coursework (48 Hours)

Professional Identity, Ethics, and Roles (12 hours)

COUN 9301 Professional Identity in Counselor Education and Supervision (3)PSYC 8501 Teaching in Psychology and Counseling (3)
 COUN 9365 Supervision (3)

Theory (6 hours)

COUN 9330 Advanced Counseling Theory (3)COUN 9320 Advanced Issues in Diversity (3)

Clinical (6 hours)

COUN 9360 Advanced Counseling Skills Practicum I (3) COUN 9361 Advanced Counseling Skills Practicum II (3)

Research (21 hours)

COUN 8826 Research Literature in Counseling and Psychotherapy (3)COUN 9370 Qualitative Research Design (3)
 PSYC 8549 Advanced Research Seminar (3)
 STAT 8260 Advanced Statistics in Behavioral Sciences (3)
 COUN 9999 Dissertation (9 credits—if not complete in 9 hours must enroll in directed scholarship)

Internship (6 hours—must be approved by faculty advisor)COUN 9990 Internship I (3)

COUN 9991 Internship II (3)

A schedule of when these classes are offered can be found on the website.

Course Descriptions

STAT 8260 – Advanced Statistics in Behavioral Sciences (3) (shared course with psychology graduate students)

Reviews briefly regression analysis and one-way analysis of variance. Focuses on multiple regression and other analyses of variance. Equivalent to STAT-860. Prerequisite: take STAT-4720.

PSYC 8501 – Teaching in Psychology and Counseling

Provides an introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology and counseling. Explores a range of options available to college instructor in the presentation of course material, learning assessment tools, test construction, and grading. Equivalent to PSYC-801.

PSYC 8549 – Advanced Research Seminar (3)

Advanced study of both quantitative and qualitative research design in the social sciences. Emphasis is placed on the explicit statement of a research hypothesis, the relation of the research design to both the hypothesis and the proposed statistical analyses; and the limitations that the design placed on the conclusions that can be drawn from the data. Topics include experimental design, quasi-experimental design, case study research, time-series analyses, and observational studies. Equivalent to PSYC-849. Prerequisites: take PSYC-4750, STAT-4720.

COUN 8826 – Research Literature in Counseling and Psychotherapy (3)

Provides counselors and psychotherapists with methods and criteria to locate and evaluate research literature on counseling and psychotherapy. Emphasizes examination and understanding of research questions and findings. Equivalent to COUN-826. Prerequisites: take PSYC-3470, PSYC-4750, COUN-6630.

COUN 9301 – Professional Identity in Counselor Education and Supervision (3)

Presents information related to the role of being a counselor educator and supervisor. Includes professional organizations, ethics, and legal responsibilities related to the field of counseling. Stresses the importance of research, scholarship, leadership, and advocacy as they relate to the role of counselor educator. Equivalent to COUN-901. Prerequisite: take COUN-6600

COUN 9320 Advanced Issues in Diversity (3)

Reviews literature and research related to multicultural issues and clinical work, supervision, teaching, research, advocacy, and the field of professional counseling. Discusses topics related to race, ethnicity, gender, sexual orientation, religion, physical abilities, and other issues of diversity. Applies multicultural competencies for counselors to various contexts facing Counselor Educators and Supervisors. Equivalent to COUN-920. Prerequisite: take COUN-7720.

COUN 9330 – Advanced Counseling Theory (3)

Advanced analysis and applications of major counseling theories, their strengths and weaknesses, theoretical basis for efficacy, applicability to diverse populations, and ethical considerations. Equivalent to COUN-930. Prerequisites: take COUN-6600, COUN-6630, COUN-7810.

COUN 9360 – Advanced Counseling Skills Practicum I (3)

Students will be placed in an agency or school to work with clientele in a role related to the duties of a professional counselor. Equivalent to COUN-960. Prerequisite: take COUN-8845.

COUN 9361 – Advanced Counseling Skills Practicum II (3)

Second supervised placement in an agency or school working with clientele in a role related to the duties of a professional counselor. Equivalent to COUN-961. Prerequisite: take COUN-9360.

COUN 9365 – Supervision (3)

Describes the purpose of clinical supervision, theoretical frameworks and models of supervision, roles and relationships related to supervision, and the ethical considerations of supervision. Students will be required to provide clinical supervision to master's level students. Equivalent to COUN-965. Prerequisite: take COUN-9360.

COUN 9370: Qualitative Research Design (3)

Introduces students to qualitative research design and covers basic characteristics of qualitative research, identifies ways to collect and analyze qualitative data and critique qualitative studies, examines ethical issues, and focuses on the development of qualitative proposals. Prerequisites: Admission to the Counselor Education and Supervision Doctoral Program.

COUN 9990 – Internship I (3)

Supervised experiences in clinical practice, supervision, research, and/or teaching. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the faculty advisor and student, based on experience, training, and career objectives.

COUN 9991 – Internship II (3)

Supervised experiences in clinical practice, supervision, research, and/or teaching. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the faculty advisor and student, based on experience, training, and career objectives. Prerequisite: take COUN-9990.

COUN 9999: Dissertation (9)

Student is to work on capstone project proposal, data collection, and/or writing of the final capstone project. Note: See Program Handbook for procedures Equivalent to COUN-999. Prerequisites: take COUN-9990, COUN-9991.

COUN 9998: Directed scholarship (3; Repeatable until completion of the program)

Student is to work on capstone project proposal, data collection, and/or writing of the final capstone project. Prerequisites: take COUN-9999 three times and application (See appendix).

Faculty Advisor

Upon admission to the Ph.D. program in Counselor Education and Supervision, each student will be assigned a faculty advisor. The advisor will assist with the coordination of the student's plan of study and necessary paperwork that is to be filed with the appropriate GSU office for dealing with admission, candidacy, and graduation matters. The advisor will work to decide what courses are allowed to count toward the prerequisite entry-level course work for the doctoral degree. If students score below the 25th percentile in math or the 50th percentile in writing on the GRE, they must take an undergrad stats or research methods class and/or an undergrad writing class in addition to the other required courses in the program. The advisor is also responsible for mentoring the doctoral student throughout his or her program of study (e.g., coursework, comprehensive exam, internship, and dissertation project process). As the student's specialized interest(s) develop, the faculty advisor may be changed. In this case, the student should identify a faculty member who is willing to serve as an advisor, write a letter to the doctoral committee requesting a change, and give a brief rationale for the change. If approved by the doctoral committee, the student may change advisors.

Continuous Enrollment Requirement

Doctoral students must register for a minimum of 6 graduate credits per semester while taking coursework and internship. If students have not finished their dissertation project and successfully defended it by the end of internship they will have to continue to sign up for the dissertation project course (3 credit hours) or a directed scholarship course (3 credit hours) until the dissertation project has been successfully defended. If a student does not stay continuously enrolled by being registered for classes by the first week of class, they may be dismissed from the program.

Time Limit

Students must complete all coursework for the degree, pass written and oral comprehensive exams, finish their internship and dissertation project within eight years after admission to the doctoral program.

Credits

The doctoral program in Counselor Education and Supervision requires a minimum of 48 credit hours. More credit hours may be taken in order for the student to specialize his/her studies, or more credits may be required in order to meet prerequisite or remediation requirements for the doctoral program. Credits taken at GSU cannot count toward doctoral work until the student is admitted into the doctoral program. All students must take 48 credit hours while enrolled in the doctoral program at GSU, regardless of any credits that may be transferred into the program.

Transfer Credits

Up to 25% (12 Credit Hours) may be transferred from another university with program permission. All transfer credits must be at the "A" or "B" level in graduate courses. Transfer credits earned ten or more years before student's degree program at GSU will not be accepted toward degree requirements unless approved by the faculty advisor, division chair, and dean. The credits must be approved as being equivalent to the required coursework in the doctoral program. Any student who seeks to enroll in courses elsewhere while enrolled in the GSU doctoral program must receive prior approval from the faculty advisor, division chair and dean. Transfer credits from other universities will not be computed as part of a student's GSU grade point average.

Comprehensive Exam

Counselor Education and Supervision doctoral students are required to complete a written comprehensive examination before they are granted candidacy. The purpose of the exam is to synthesize previous coursework and experiences, and allow students to demonstrate their mastery of advanced practitioner knowledge and skills.

Following completion of their written comprehensive exams, students must complete a pre-proposal meeting within a semester of the completed written exams. After students successfully pass their written comprehensive exams, they are expected to schedule a meeting with their advisor to discuss their dissertation. The purpose of this meeting is to brainstorm and discuss research topics, create a plan to move forward so that students can successfully begin work on their dissertation proposal, and to assemble their dissertation committee. After the committee members have been identified and agree to serve on the committee, a pre-proposal meeting is scheduled by the student in agreement with the advisor. In the pre-proposal meeting, the dissertation committee members will meet with the student to discuss the dissertation project, to ask or answer questions, and to add information to help develop the project. The pre-proposal meeting should be completed by the end of the 4th week of the Spring or Fall semester after passing written comps.

Candidacy

In order to progress to internship a student must have received Candidacy. Candidacy is conferred upon a student once he/she has completed all coursework required before internship and passed the written Comprehensive Exam. Candidacy is part of the ongoing evaluation process of doctoral students and its conferral is an indication that the faculty agree that the student is ready to progress to internship. Candidacy may be denied if a student exhibits dispositional concerns, or unprofessional or unethical behaviors during his/her course of study. The doctoral committee will confer and approve candidacy based on the student's performance.

Teaching Experience

Congruent with the mission of Counselor Education programs, all doctoral students will be afforded the opportunity to gain experience as a Counselor Educator in the classroom. A doctoral student may be given the opportunity to teach or co-teach, under the supervision of a faculty member, an undergraduate/or graduate class at Governors State University following the successful completion of PSYC 8501, Teaching in Psychology and Counseling. A doctoral student may request permission to teach a class before completion of PSYC 8501 if he/she can demonstrate previous teaching experience. Permission to teach a class depends on the assessment of the student's ability to teach a course and the availability of courses to teach.

During internship students may have the opportunity to teach masters level courses under the supervision of a faculty member. This experience may be credited as part of internship with the permission of the faculty advisor. Teaching is not a required part of the program or internship, and a limited number of half-time assistantships may be available for those interested in teaching.

Practica and Internship for Doctoral Students

Doctoral students are required to participate in two advanced practica and an internship. The practica may be completed onsite or offsite and they must equal a minimum of 100 clock hours and 40 client contact hours. Students enrolled in a practicum must have professional insurance and receive an average of 1 hour of weekly individual/triadic supervision and an average weekly minimum of 1.5 hours of group supervision. Students without a clinical license or coming directly from their masters may be required to complete additional clinical hours. Each student will be reviewed by the committee and informed about any additional hours required.

After earning candidacy, doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counseling, teaching, supervision, research, and scholarship, leadership and advocacy. The internship includes most of the activities of a regularly employed professionals in a counseling setting. The 600 hours can be allocated at the discretion of the faculty advisor in consultation with the student, based on the student's experience and training. During the doctoral internship students must receive an average of 1 hour of weekly individual/triadic supervision. In

addition, group supervision is provided on a regular schedule with other students progressing through internship. Individual/triadic supervision is usually performed by a site-supervisor and group supervision is usually provided by a program faculty member. As part of the internship process, all students will be given the opportunity to teach.

Dissertation Project

The dissertation project is used to synthesize the knowledge and skills gained by the student as a result of his/her matriculation through the Ph.D. program in Counselor Education and Supervision. This project is to consist of quantitative or qualitative inquiry on the part of the student to investigate a topic of interest related to his/her primary subject area of study. Examples of dissertation projects include quantitative research, qualitative research, mixed designs (e.g., Delphi Studies), or program evaluations.

To ensure standards across programs and within GSU standards, a doctoral committee composed of four tenured/tenure track faculty members (3 from Counseling and 1 member from outside of the Counseling Program) will review this project from its inception to its final defense. The student will work with his/her chair in an advisory manner by which the topic of inquiry will be selected, proposed, and formally investigated. The chair and student are responsible at all times for ensuring that the study is properly documented and approved by all necessary channels involved with the review of studies that incorporate human participants. At GSU, the policies and procedures regarding Institutional Review Board (IRB) protocol are to serve this primary capacity. External constituencies may have their own independent review and approval process for research involving human subjects that must also be followed by chair and student in such cases.

Input from other faculty members can be solicited, but the primary responsibility for constructing the essential guidelines of the project are negotiated between student and committee chair. A pre-proposal meeting is scheduled with the student and available committee members to provide feedback and guidance at the outset of the project and before the proposal is developed. The committee will evaluate the student's synthesis of knowledge and skill. This evaluation will be based on the student's written submissions of scholarly research that is to follow guidelines and ethical principles of study that align with GSU and ACA policy, and is composed along the professional guidelines of the American Psychological Association's (APA) professional writing style. Oral evaluation of the student will also be assessed by the committee in order to demonstrate that the student has met the proposed learning goals and articulations of his/her program's curriculum. Please refer to the dissertation manual for more details.

Writing

Writing skills are important to be successful in the program and the profession. Students are encouraged to take a writing course in the summer prior to starting the doctoral program. Students identified as needing additional skills in writing, such as organization, grammar or APA formatting, may be required to take additional writing course(s) prior to admission and/or throughout their doctoral program.

Graduation

In order to graduate, a candidate must have completed coursework with a minimum cumulative graduate grade-point average of 3.00; been advanced to candidacy, passed the comprehensive exam, completed internship, passed the dissertation project defense, applied for graduation, and paid all fees.

Grading

Students must earn a B- or better in every class. If a student earns a grade below a B-, the class must be retaken. See "Student Outcomes Assessment Plan" section for policies on retaking classes. While all courses must be passed with a B- or better for graduation, neither COUN 9320 nor PSYC 8501 are required to be taken before the written comprehensive examination.

Student Review and Retention

Each doctoral student is expected to maintain the academic, professional, and personal standards of the field. Students are continuously reviewed formally and informally by the faculty and staff. While grades are important, so are treating colleagues, faculty, staff, and clients with respect and maintaining the ethical codes of ACA. If the program faculty become concerned with any aspect of the student's progress and/or personal/professional issues, the student will be given such feedback and a remediation plan may be implemented. Examples of issues that may result in a remediation plan include treating professors or colleagues disrespectfully, turning in assignments late, or being late for class or meetings. Failure to comply with remediation plans may result in dismissal from the program.

Student Expectations

All students are expected to treat each other, staff, clients, and faculty with respect. In addition, all students must follow the rules, regulations, and ethical guidelines of the counseling profession and of the University. The American Counseling Association's Code of Ethics can be found at <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

The University guidelines on academic honesty can be found in the Catalog at <http://www.govst.edu/catalog/>.

Academic honesty pertains to all methods of fulfilling academic requirements at Governors State University. The Counseling Program uses the *Publication Manual of the American Psychological Association: Sixth Edition* (APA style) to format papers and ensure proper credit to the ideas and work of others. All counseling students are required to use the most current edition of the APA publication style (currently APA Edition 7). For more information on APA style see <http://www.apastyle.org>.

Statement of Expectations: The counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

In keeping with the philosophy and general objectives of the Counselor Education and Supervision Doctoral Program, student review is an agenda item of Program faculty meetings. A faculty member may voice concerns about academic progress, ethical behavior, and personal fitness issues in regard to becoming a professional counselor/educator and supervisor at any time.

Annually, each student's progress towards completion of program requirements is evaluated with the student's faculty advisor, using the Counselor Education and Supervision Program Course Completion Plan (see appendix A), Faculty Course End Review Form (See appendix B), and the Advisor Review forms (See appendix C). The advisor will schedule a meeting with the student to review the evaluation forms once a year in the fall. Additional issues discussed may include the number of courses elected, grades, and other relevant student concerns. Each student must meet academic and professional conduct criteria for retention.

Success Plan Procedures

An academic, ethical, or personal fitness concern can be expressed verbally by a faculty member at any regularly scheduled program meeting or at the annual review meeting. Students may also express academic or personal fitness concerns in writing and present them to their advisor, the doctoral coordinator, the chair of the department, or any other full-time faculty member of the program. These concerns will be brought to the next scheduled program meeting. The Program faculty decides if the problem is serious enough to warrant consideration by the Doctoral Committee.

The Doctoral Committee will meet and develop a plan for resolving the issue. The faculty advisor will inform the student of the Committee's recommendations verbally and in writing. If the student does not complete the required steps outlined in the written plan, the student may be dismissed from the program. The student may appeal, in writing, any actions taken by the Doctoral Committee to the Dean of the College of Education.

Student Success Plan

Those students who do not continuously meet professional ethics, disposition, and academic honesty standards, academic requirements and/or variables outlined in the statement of expectations are required to meet with faculty and develop a student success plan. The plan will outline areas of concerns as well as steps for remediation of deficiencies. This plan is developed in consultation with the student and program faculty. In order to proceed through the program, the student must meet or exceed plan requirements within the time frame indicated on the plan.

To assess dispositional items and provide feedback, the faculty will utilize part or all of the Professional Counseling Performance Evaluation (PCPE) (Kerl, Garcia, McCullough & Maxwell, 2002). The PCPE objectively assesses student performance and progress along several domains. This assessment is included in evaluations for candidacy, assessment of progress in experiential courses (e.g. Practicum and Internship) but also may be used in any class in order to advise a student of deficiencies. Relevant dispositional, academic, or skill-based areas identified on the PCPE will be included in the success plan. Students are provided a copy of the evaluation and the success plan. 10

The student success plan (see appendix F) and gatekeeping policy is a component of the policy used by program faculty members to evaluate each student for academic, professional, and personal fitness to continue in the counseling program. Specifically, the policy outlines procedures to be followed if a student does not meet program criteria and describes the process of possible readmission and/or dismissal from the program. The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy, the American Counseling Association's (ACA) Code of Ethics (2014), and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

Students identified by program faculty members or field placement supervisors to have academic, professional, or personal deficiencies will be provided the opportunity to remediate the identified performance deficit/s as outlined by the Professional Counseling Performance Evaluation developed in consultation with all program faculty and the individual student. Students unable to successfully complete the behavioral or dispositional expectations outlined by the PCPE will be counseled out of the program by their faculty advisor or program coordinator.

Recognizing that students often demonstrate personal or professional growth after having been counseled out of the program, those students may be considered for possible re- entry after an elapsed period of two years. In such cases, the student must re-apply for admission into the program. Students previously counseled out of the program must include a letter specifically addressing the ways in which they have successfully remediated the deficits outlined on the PCPE.

Outcome of Successful Remediation/Success Plan:

Outcome of unsuccessful remediation: In the event that any of the objectives outlined above are not consistently met by the student at any point throughout their remaining program of study, student will be referred to department coordinator/department chair to discuss possible withdrawal from the program or alternative courses of action.

The remediation plan remains in effect for the duration of the student's program of study. Consistent with the objectives of the plan outlined above, student will meet with their advisor on regular basis, frequency to be determined by advisor, to review the objectives set forth in the remediation plan and the student's progress in completing the goals outlined. The goals/objectives outlined above can only be modified by the student's academic advisor and only after full agreement by the counseling faculty has been obtained. Student must receive prior approval from faculty advisor before the beginning of each term remaining on the plan of study to register for courses.

Student Grievance Procedure

It is important that all students who are enrolled in the Counselor Education and Supervision Doctoral Program follow professional protocol in the event of a concern about program requirements, policies, procedures, clinical supervision, or classroom instruction. As a program that trains individuals in the art and science of interpersonal communication, the faculty expects and welcomes constructive comments. Any dispute or concern should first be raised directly with the faculty member involved. If there is no satisfactory resolution to this encounter, the student should next meet and discuss the issue with his/her advisor. The advisor should make certain that the student first attempted to find resolution with the other individual(s) involved. In the event the meeting between student and advisor does not resolve the concern, the student is encouraged to place their concern in writing and send it to the Chair of the Division of Psychology and Counseling. Please see the GSU Student Handbook Section 2.D. (<https://www.govst.edu/handbook/>) for further information on the formal grievance process.

Student Withdrawal Procedure

If a student decides to withdraw from the program, the student should schedule a meeting with an advisor to discuss their decision. Then the student should inform the Doctoral Program Coordinator in writing. The Doctoral Program Coordinator will also follow up with the student via phone or email for an exit survey.

The student outcome assessment plan is guided by the “goals for students” outlined in the next section. The Student Outcome Assessment Plan is based on a developmental evaluation process and the professional standards of Counselor Education and Supervision.

Goals for Students

- I. Develop professional identity as a counselor educator and supervisor
 - A. Know the ethical and legal considerations in counselor education.
 - B. Know the ACA Code of Ethics.
 - C. Learn about the professional publishing and presentation process.
 - D. Know the professional organizations and journals related to the field of counselor education and supervision.
 - E. Understand the impact of diversity and equity issues in counselor education programs.
- II. Students will demonstrate competence as a teacher
 - A. Students will complete a course in instructional theory and methods related to counselor education.
 - B. Students will understand the major roles, responsibilities and activities of counselor educators.
 - C. Students will understand ethical and culturally relevant strategies used in counselor preparation
 - D. Students will create a philosophy of teaching and learning. This statement must include knowledge of diversity and advocacy.
 - E. Students will identify and demonstrate knowledge of instructional theory and methods relevant to counselor education.
 - F. Student will demonstrate use of technology in teaching and counseling and effective approaches for online instruction
 - G. Student will understand pedagogy and teaching methods relevant to counselor education
 - H. Student will know the models of adult development and learning
 - I. Student will understand instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
 - J. Student will understand screening, remediation, and gatekeeping functions relevant to teaching
 - K. Student will know assessment of learning
 - L. Student will understand the role of mentoring in counselor education
- III. Students will demonstrate competence as a researcher
 - A. Complete coursework that includes quantitative and qualitative research methods. The student will demonstrate knowledge of:
 1. research designs appropriate to quantitative and qualitative research questions
 2. univariate and multivariate research designs and data analysis methods
 3. qualitative designs and approaches to qualitative data analysis
 4. emergent research practices and processes
 5. models and methods of instrument design
 6. models and methods of program evaluation
 7. research questions appropriate for professional research and publication
 8. professional writing for journal and newsletter publication
 9. professional conference proposal preparation
 - j. design and evaluation of research proposals for a human subjects/institutional review board review
 10. grant proposals and other sources of funding
 11. ethical and culturally relevant strategies for conducting research
 - B. Complete a dissertation project
 1. Demonstrate the ability to design and implement a qualitative or quantitative research project, in-depth case study, theoretical review, or program evaluation.
 2. Demonstrate professional writing skills for professional publication.

- IV. Students will demonstrate competence as a clinician
 - A. Students will complete a scholarly examination of theories relevant to counseling
 - B. Students will be able to integrate theories relevant to counseling
 - C. Students will conceptualize clients from multiple theoretical perspectives
 - D. Students will know evidence-based counseling practices
 - E. Students will know methods for evaluating counseling effectiveness
 - F. Students will know ethical and culturally relevant counseling in multiple settings
 - G. Students will develop their own counseling philosophy statement.
 - H. Successfully complete a supervised practicum experience that equals at least 100 clock hours and 40 hours of direct service hours. This experience will occur over two trimesters of practicum.
 - I. Students will receive one hour a week of individual supervision and 1 ½ hours of group supervision a week from on-campus or off-campus supervisors.
 - J. Students will have formal, written evaluation of their skills.
 - K. Successfully complete an internship
 - 1. Must be a minimum of 600 clock hours.
 - 2. Hours must include supervised experience in clinical practice, supervision, research, and/or teaching. The assigned experiences will be determined by the faculty advisor and student.
 - 3. Student must receive weekly individual/triadic supervision and have group supervision on a regular schedule with other students in the internship process.
 - L. Complete coursework that reviews models and methods of assessment and use of data.
- V. Students will demonstrate competence as a supervisor.
 - A. Complete coursework in supervision.
 - B. The student must know the purposes of clinical supervision, theoretical frameworks and models of clinical supervision, roles and relationships related to clinical supervision, skills of clinical supervision, opportunities for developing a personal style of clinical supervision, assessment of supervisees' developmental level and other relevant characteristics, modalities of clinical supervision and the use of technology, administrative procedures and responsibilities related to clinical supervision, evaluation, remediation, and gatekeeping in clinical supervision, legal and ethical issues and responsibilities in clinical supervision, culturally relevant strategies for conducting clinical supervision
 - C. During supervision course, the student will supervise at least 2 supervisees for at least 10 weeks.
 - D. Each doctoral supervisee will be supervised by a program faculty member.
 - E. Each student will develop and demonstrate a personal style of supervision. Students will create a philosophical statement of supervision.
- VI. Students will demonstrate knowledge of leadership and advocacy
 - A. Student will understand theories and skills of leadership
 - B. Students will understand leadership and leadership development in professional organizations
 - C. Students will understand leadership in counselor education programs
 - D. Students will understand knowledge of accreditation standards and processes
 - E. Students will understand leadership, management, and administration in counseling organizations and other institutions
 - F. Student will understand leadership roles and strategies for responding to crises and disasters
 - G. Student will understand strategies of leadership in consultation
 - H. Student will understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
 - I. Student will understand role of counselors and counselor educators advocating on behalf of the profession and professional identity
 - J. Student will understand models and competencies for advocating for clients at the individual, system, and policy levels
 - K. Student will understand strategies of leadership in relation to current multicultural and social justice issues
 - L. Student will understand ethical and culturally relevant leadership and advocacy practices
 - M. Students will develop a philosophy of leadership and advocacy statement.

Student Outcomes Assessment Plan

It is vitally important that doctoral students are assessed regularly and consistently throughout the program. The following is the current plan of assessment for students enrolled in the doctoral program at GSU.

- I. Yearly review of accumulation of credit hours and grades. Students must receive at least a letter grade of "B-" in each required doctoral course. Students receiving less than a "B-" in a course must retake the course until a "B" is earned. If an equivalent course is identified by the student at another accredited university or college, the student may petition the doctoral committee to use this equivalent course towards the retake. All retaken credit hours earned outside of GSU must be approved by the faculty advisor and doctoral committee prior to enrollment. These transfer credits from other universities will not be computed as part of a student's

GSU grade point average. This means the original grade of “C” or lower will remain included in the student’s GPA. Having 3 or more retakes of a course more than once or earning more than two “C”s or below during the doctoral program will trigger a formal review with the counselor faculty. A success plan will be created or the student may be counseled out of the program. Student progress will be documented on the Yearly Review Form by the faculty advisor during the annual review.

- I. Formal evaluation of clinical skills in practicum. Clinical experience must be gained during practicum. The experience may be on or off-campus and must include at least 100 clock hours and at least 40 direct service hours. Individual supervisors will document clinician strengths and weaknesses on the Doctoral Intern Evaluation Form (Appendix D).
- II. Formal evaluation of supervisor skills by supervisor-of-supervision will be documented on the Supervisor-In-Training Evaluation Form (see appendix E).
- III. **Comprehensive Exam:** A Written Comprehensive Exam will be used to assess doctoral student knowledge acquisition, comprehension skills, and writing skills. Comprehensive exams are offered twice a year. Students take the exam after the successful completion of all required coursework. All courses, except COUN 9320 and PSYC 8501 must be passed with a “B” or better before taking the written comprehensive exam.
 - A. The student will answer three questions over the course of ten days.
 - B. The question will include topics on: 1. Professional Identity/Ethics; 2. Counseling and Supervision Theory; and 3. Research and Assessment.
 - C. Students will answer the questions on their own time over the course of ten days. The essays must be 8-12 pages of content (not counting title page/references).
 - D. Students must follow the written comprehensive exam guidelines sent to them throughout the entire exam (e.g., students cannot receive help from any person during their exam.) Any questions should be directed to the doctoral coordinator.
 - E. Counseling faculty will conduct a blind review and rate the comprehensive exams. Each question will be graded on a scale from 1 to 100 following the rubric in Appendix F. Each question must receive a minimum score of 80 by 2 faculty (based on answering the question, demonstration of professional knowledge, writing style, professional references, etc.) or higher in order to go on to the oral defense. If there is a split decision between 2 faculty, a third faculty member will evaluate the question as a tie breaker.
 - F. If the exam does not receive a score of 80 by 2 faculty, the student will retake the exam the next time comprehensive exams are offered. The student should work with his/her advisor to develop a plan to help prepare for the additional retakes. The student only needs to retake the questions that did not pass. Coursework may need to be re-taken or tutoring may be required. The comprehensive exam is only given twice a year and students must stay continuously enrolled in three hours.
- IV. Post Comprehensive Exam Pre-Proposal meeting

Once students successfully pass comprehensive exams, they are expected to schedule a meeting with their advisor to discuss their dissertation. The purpose of this meeting is to brainstorm and discuss research topics, create a plan to move forward so that students can successfully begin work on their dissertation proposal, and to assemble their dissertation committee. After the committee members have been identified and agree to serve on the committee, a pre-proposal meeting will be scheduled by the student in agreement with the advisor. In the pre-proposal meeting, the dissertation committee members will meet with the student to discuss the dissertation project, to ask or answer questions, and to add information to help develop the project. The pre-proposal meeting should be completed by the end of the 4th week of the Spring or Fall semester after passing written comps.
- V. **Internship:** Internships are placements in the community that address a student’s particular area of interest. It is a formal agreement between the student, Division and site, of defined activities that follow CACREP guidelines of 600 clock hours of supervised experiences in counselor education and supervision (i.e., counseling, teaching, supervision, research, and scholarship, leadership and advocacy.). The 600 clock hours may be allocated at the discretion of the student’s advisor and the student on the basis of experience and training (CACREP Doctoral Standards Sect III.B). A formal evaluation of the student will be done by the internship site and university supervisors. Their evaluation will be recorded on the Doctoral Internship Evaluation Form (See appendix D). This form will be completed halfway through the internship and at the end of internship. During internship the student is responsible for scheduling weekly supervision. Site supervisors are responsible for individual and/or triadic supervision while University supervisors are responsible for group supervision.
- VI. **Dissertation project:** The dissertation project process consists of two phases: The proposal phase, beginning with the pre-proposal meeting and then the proposal meeting itself, and the defense phase. Please refer to the Dissertation Handbook that describes in great detail the Dissertation project. Below is a brief guide.
 - A. The proposal is to be created under the direction of the faculty advisor. Upon approval of the advisor, the dissertation project proposal meeting may be scheduled.

1. The student must create a dissertation project committee comprised of four members: the faculty advisor, two faculty from the Counseling Program, and one member from outside the Division.
 2. Initial ideas and guidance for the general planning of the project is provided first in a pre-proposal meeting to the student by the chair and committee members.
 3. Once the proposal is ready, the student must provide each member of the dissertation project committee with an e-copy and/or a hard copy of the proposal at least two weeks before the proposal meeting.
 4. The proposal must consist of three chapters. Chapter 1 is the introduction, chapter 2 is the comprehensive literature review, and chapter 3 is the proposed methodology section, which includes the research questions under investigation. The proposal must be in the current APA style and include a table of contents.
 5. Committee members may suggest changes to the proposal at the committee meeting. All Committee members must approve the proposal before the student can proceed with the project.
 6. The student's proposed dissertation project must be approved by GSU's IRB.
- B. The defense is to be overseen by the faculty advisor. Once the project has been sufficiently completed in a manner consistent with the approved proposal, the dissertation defense meeting may be scheduled.
1. The student will work with the advisor throughout the process and multiple drafts of the final dissertation. The dissertation defense should be scheduled with the advisor's permission.
 2. For the final defense a student must present the procedures and results of the dissertation (with a brief overview of rationale and literature review). The dissertation must be in its final format (although committee may want revisions) to turn into the committee before the defense.
 3. The proposal defense must occur before the deadline in order to count as a defense for that semester and the final dissertation with committee's required revisions must be turned in before deadline (see dissertation handbook). At least 3 of the four committee members must vote to pass the doctoral candidate.

Appendix A: Student Study Plan and Study Plan Prerequisite List

**Division of Psychology Counseling
 Doctoral Program – Counselor Education and
 Supervision
 Student Study Plan**

Date	Student ID	Cohort	Catalog	Doctoral Program
				Counselor Education & Supervision
Student Name: _____				
Student Address: _____				
Home Phone: _____		Work/Cell Phone: _____		
E-Mail Address: _____				
Signatures				
Student: _____			Date: _____	
Advisor: _____			Date: _____	
Division Chair: _____			Date: _____	

Admission Requirements:

- ___ GPA of 3.0 for Master's degree in Counseling (CACREP accredited) (Verified by _____)
- ___ GPA of 3.0 for Master's degree in Counseling or related field (Verified by _____)
- ___ GRE exam taken within past 5 years (Verified by _____)

Curriculum Requirement

Professional Identity, Roles, and Ethics (12 Hours)

Course# & Title	Prerequisite	Comments	Date Taken	Grade	Credits
COUN 9301 - Professional Identity in Counselor Education and Supervision					3
COUN 9330 - Advanced Counseling Theory	COUN 6600 COUN 6630 COUN 7810 COUN 7847 COUN 8845				3
COUN 9365 - Supervision	COUN 9360				3
PSYC 8501 - Teaching in Psychology and Counseling					3

Practicum (6 Hours)

COUN 9360 - Advanced Counseling Skills: Practicum I	Permission of instructor				3
COUN 9361 - Advanced Counseling Skills: Practicum II	COUN 9360				3

Human Development and Biological Bases of Behavior and Multicultural (3 Hours)

COUN 9320 - Advanced Issues in Diversity	COUN 7720				3
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Research (12 Hours)

COUN 8826 - Research Literature in Counseling and Psychotherapy	PSYC 3470 PSYC 4750 or COUN 6630				3
COUN 9370 - Qualitative					3

PSYC 8549 - Advanced Research Seminar	STAT 4720 PSYC 4750				3
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STAT 8260 - Advanced Statistics	STAT 4720 PSYC 4750				3
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Internship (6 Hours)

COUN 9990 - Internship I	Candidacy				3
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COUN 9991 - Internship II	Candidacy				3
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7/15/2020

Counselor Education and Supervision

1

**Division of Psychology Counseling
Doctoral Program – Counselor Education and
Supervision Student Study Plan**

Student Name: _____

Student ID #: _____

Capstone Project (9 Hours)

COUN 9999 - Capstone					3
COUN 9999 - Capstone					3
COUN 9999 - Capstone					3

Requirement	Anticipated Month or Semester and Year	Completed Month or Semester and Year
Complete coursework: Stay continuously enrolled in at least 3 credit hours and receive a grade of B or better in every class		
Take Written Comprehensive Exam		
Earned Candidacy		
Complete Practicum I		
Complete Practicum II		
Complete Internship		
Propose Dissertation		
Defend Dissertation		
Turn in completed, final dissertation with all required signatures		
Graduate		

Prerequisites

___ All prerequisite met. Student graduated from a CACREP- accredited program.

We do not accept "C's"

All prerequisites must be completed within the first academic year.

Entry Level Course Work	Taken At	Date	Course Title	Course #	Grade	Credits
COUN 6600 Professional Orientation and Ethical Standards for Counselors						3
COUN 6610 Research and Assessment						3
COUN 6630 Counseling Theories						3
COUN 7620 Life Span Development						3
COUN 7720 Social and Cultural Foundations						3
COUN 7725 Family Systems: Theory and Practice						3
COUN 7730 Life Style and Career Development						
COUN 7810 Beginning Counseling and Human Relations Skills						3
COUN7847 Group Dynamics and Intervention						3
COUN 7855 Assessment and Treatment Planning						3

COUN 8811 Interventions with Children and Adolescence						
100 Hour practicum with 40 direct client contact hours						3
600 Hour Internship with 240 direct client contact hours						6

Total Doctoral Credit Hours: 48

7/15/2020 Counselor Education and Supervision

**Division of Psychology Counseling
Doctoral Program – Counselor Education and Supervision
Student Study Plan**

Date	Student ID	Cohort	Catalog	Doctoral Program
				Counselor Education & Supervision
Student Name:				
Signatures			Date	
<i>By signing this document it confirms that I have read the study plan and understand the prerequisite requirements must be met within the first year of the program</i>				
<i>We do not accept "C's"</i>				
Prerequisites				

Select the Prerequisite Required	Entry Level Course Work
	<i>Due to GRE scores some students may be required to take a STATS/Writing class.</i>
	COUN 6600 Professional Orientation and Ethical Standards for Counselors
	COUN 6610 Research and Assessment
	COUN 6630 Counseling Theories
	COUN 7620 Life Span Development
	COUN 7720 Social and Cultural Foundations
	COUN 7725 Family Systems: Theory and Practice
	COUN 7730 Life Style and Career Development

	COUN 7810 Beginning Counseling and Human Relations Skills
	COUN7847 Group Dynamics and Intervention
	COUN 7855 Assessment and Treatment Planning
	COUN 8811 Interventions with Children and Adolescence
	100 Hour practicum with 40 direct client contact hours
	600 Hour Internship with 240 direct client contact hours

Appendix B: Advisor Review Form

COLLEGE OF EDUCATION
DIVISION OF PSYCHOLOGY AND COUNSELING
DOCTORATE IN COUNSELOR EDUCATION AND SUPERVISION

ADVISOR REVIEW FORM

Please use this form assess your advisee’s progress over the last three academic semesters. Please be sure to indicate strengths and issues for improvement. Please make sure to indicate any serious concerns or need for remediation if applicable.

Student:

Advisor:

Cohort Class (i.e. I or II)

Academic year ending:

Comments from Advisor

Student Strengths/Significant achievements

Issues for Improvement

Remediation (if applicable)

Advisor Overall Comments

Advisor initials:

Appendix C:
Doctoral Intern Evaluation Form

Doctoral Intern Evaluation Form

Doctoral intern name: _____									
Supervisor: _____									
Never True 1	Rarely True 2	Occasionally True 3	Mostly True 4	Always True 5	Not Observed N/A				
LEADERSHIP AND ADVOCACY									
The intern understands the role of counselors and counselor educators advocating on behalf of the profession and professional identity.				1	2	3	4	5	N/A
The intern demonstrates appropriate leadership, management, and administration in counseling organizations or other institutions.				1	2	3	4	5	N/A
The intern acts in accordance with ethical and culturally relevant leadership and advocacy practices.				1	2	3	4	5	N/A
COUNSELING									
The intern successfully integrates theories relevant to counseling.				1	2	3	4	5	N/A
The intern is able to conceptualize clients from multiple theoretical perspectives.				1	2	3	4	5	N/A
The intern uses evidence-based counseling practices.				1	2	3	4	5	N/A
The intern uses ethical and culturally relevant counseling practices.				1	2	3	4	5	N/A
SUPERVISION									
The intern understands the purposes of clinical supervision				1	2	3	4	5	N/A
The intern demonstrates appropriate roles and relationships related to clinical supervision.				1	2	3	4	5	N/A
The intern demonstrates effective skills of clinical supervision				1	2	3	4	5	N/A
The intern understands and follows administrative procedures and responsibilities related to clinical supervision				1	2	3	4	5	N/A
The intern acts in accordance to legal and ethical responsibilities in clinical supervision				1	2	3	4	5	N/A
TEACHING									
The intern understands the roles and responsibilities related to educating counselors				1	2	3	4	5	N/A
The intern utilizes pedagogy and teaching methods relevant to counselor education.				1	2	3	4	5	N/A

The intern is effective in instructional and curriculum design, delivery, and evaluation methods relevant to counselor education.	1	2	3	4	5	N/A
The intern utilizes ethical and culturally relevant strategies used in counselor preparation.	1	2	3	4	5	N/A

RESEARCH AND SCHOLARSHIP

The intern is effective in professional writing for journal and newsletter publication.	1	2	3	4	5	N/A
The intern is able to prepare a professional conference proposal.	1	2	3	4	5	N/A
The intern utilizes ethical and culturally relevant strategies for conducting research.	1	2	3	4	5	N/A

PROFESSIONALISM

The intern interacted appropriately with other professionals.	1	2	3	4	5	N/A
The intern followed school/agency or university policy and procedures.	1	2	3	4	5	N/A
The intern demonstrated knowledge of codes of ethical practice/legal regulations and behaved accordingly.	1	2	3	4	5	N/A
The intern showed appropriate judgment and responsibility in actions.	1	2	3	4	5	N/A
The intern integrates feedback from individual supervisor.	1	2	3	4	5	N/A

Comments:

Intern's Signature: _____ Date: _____

Supervisor's Signature: _____ Date _____

Appendix D: Written Comprehensive Exam Rubric

Doctoral Comprehensive Exam Rubric

Evaluator Name		Total Score		
Student Number		Pass or Fail (Score \geq 80)		
Category: A - Identity/Ethics, B - Theory/Supervision, C - Research/Assessment		Question Number: 1 or 2		
	Above Standards	Meets Standards	Below Standards	Earned Points
Introduction	The thesis statement names the topic of the essay and outlines the main points to be discussed. 5 points	The thesis statement does not clearly state either the topic of the essay or the main points to be discussed. 4 points	The thesis statement is either missing or does not clearly preview the topic and main points. 0-3 points	
Content	Addressed most or all components of the questions thoroughly. 14-15 points.	Addressed the main components of the questions, but may have left out some details. 12-13 points.	Did not clearly address all of the main components of the questions or left some questions unaddressed. 0-11 points.	
Depth of Analysis	Depth of content exploration and description is beyond expectation for doctoral knowledge level. 10 points.	Depth of content exploration and description is consistent with doctoral knowledge level. 8-9 points.	Depth of content exploration and description is below expectation for doctoral knowledge level. 0-7 points.	

Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases, or arguments and has provided at least 1 counter-argument. 10 points.	Includes 2-3 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. Concerns, biases, and counter-arguments are only partially addressed. 8-9 points.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). Concerns, biases, and counter-arguments are not mentioned. 0-7 points.	
Evidence and Examples	All or nearly all of the evidence and examples are specific, relevant and explanations are given that show how evidence supports the author's position. 10 points.	Most of the evidence and examples are specific, relevant and explanations are given that show evidence supports the author's position. 8-9 points.	Some evidence and examples are provided, or the evidence and examples are largely irrelevant and/or not well explained. 0-7 points.	
Accuracy	A large number of supportive facts and statistics are reported accurately. 10 points.	The supportive facts and statistics presented are reported generally as accurate. 8-9 points.	Most or all supportive facts and statistics were inaccurately reported or were not relevant. 0-7 points.	
Sequencing	Arguments and support are provided in a logical order that makes it easy to follow the author's train of thought. 5 points.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought. 4 points.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay confusing to follow. 0-3 points.	
Sources	All or nearly all sources used for quotes, statistics and facts are credible and are cited correctly. 10 points.	Sources used for quotes, statistics and facts are generally credible and most are cited correctly. 8-9 points.	Numerous or most sources cited are not credible, and/or they are not cited correctly. 0-7 points.	

Audience	Writing demonstrates a clear understanding of the potential reader's knowledge and uses appropriate vocabulary and arguments for this level of comprehension. 5 points.	Writing demonstrates a general understanding of the potential reader's knowledge and uses vocabulary and arguments that are generally appropriate for that audience. 4 points.	Writing is not congruent with the potential reader's knowledge. It is unclear who the author is writing for, or the writing does not match the intended audience. 0-3 points.	
Sentence Structure	All sentences are well-constructed and varied in structure. 5 points.	Most sentences are well-constructed; there is some varied sentence structure in the essay. 4 points.	Many sentences are not well-constructed or varied. 0-3 points.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content. 5 points.	Author makes 1-2 different errors in grammar or spelling that distract the reader from the content. 4 points.	Author makes 3 or more different errors in grammar or spelling that distract the reader from the content. 0-3 points.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read. 5 points.	Author makes 1-2 different errors in capitalization or punctuation, but the essay is still easy to read. 4 points.	Author makes 3 or more different errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. 0-3 points.	
APA Formatting	Author makes no errors in APA style. Title above first paragraph (no bold), header and page number in correct format, proper use of headings (bold) to organize paper (at least 2 headings) 5 points.	Author makes 1-2 different errors in APA style 4 points.	Author makes 3 or different errors in APA style. 0-3 points.	
Comments				



If after completing 3 capstone courses, and the student is not finished with the dissertation, the student will receive a CO as a grade for the third COUN 9999 course. The remaining semesters until graduation, the student will then fill out this application and turn it in to the administrative assistant prior to registering for the directed scholarship course, COUN 9998.

**GOVERNORS STATE
UNIVERSITY COUNSELOR EDUCATION
AND SUPERVISION EDD
DIRECTED SCHOLARSHIP APPLICATION/CONTRACT**

This contract to be developed by the student requesting enrollment in Directed Scholarship. Authorization in any semester of Directed Scholarship is not to be granted for a student until this form is signed by the student, faculty capstone supervisor, and department/division chair. This contract is valid only for the semester requested. Any subsequent enrollments in Directed Scholarship require a new contract.

Please Print:

Student Name: _____

Student ID: _____ Student GSU email: _____

Student Program: _____ Directed Scholarship Course

Requested: COUN 9998

Semester Requested : Term: _____ Year: _____

Faculty Advisor: _____

Credit Hours Requested: _____(3)

Please indicate which capstone course and term you have Continuing Registration (CO) in:

Term COUN 9999 was registered for the third time: Semester _____ Year: _____

Rationale for Directed Scholarship Request (why needed): Attach separate sheet if needed.

Expectations to be met for scholarship semester: (must justify # hours assigned, how progress is to be evaluated, work to be completed, etc.,) Attach separate sheet if needed.

Signatures: Student: _____

Faculty Advisor: _____

*****FOR OFFICE USE ONLY*****

Registration and Number of Hours Authorized: Y N # hours: _____ Division/Department Chair: _

Course /Section# _____	Date Added _____	Student Authorized & Informed to Register _____
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Re:

On(date)....., (student name) met with Dr.'s X and Y to address the program's decision to deny candidacy at this time. The decision to deny candidacy was based on the following:

1. Earning a score of "0" on the Professional Counseling Performance Evaluation (PCPE) for dispositional areas related to Maturity, Integrity, and Professional responsibility. A score of 0 indicates the student **did not** meet the following program standards:
- 2.

Student Success Plan:

Student Success – Steps to be Addressed and Assessed	Assessed At / Midterm or Date	Completion by (Date)	Date completed	Supervisor Signature
Student will:				
1.				
2.				
3.				

If sufficient progress is not made towards goals in the time frame stated, the student understands the following:

- Will **not** be permitted to enroll in practicum and/or internship.
- Will need to meet with faculty for further assessment regarding progress in the counseling program.
- May be dismissed from the program if the student has not met the requirements in the student success plan.

I understand that, like all counseling students, I am subject to ongoing evaluation of my skills and personal qualities as they relate to becoming a competent counselor (see statement of expectations). _____ (Initial here).

I understand that I will participate in another meeting with the faculty to discuss my progress prior to(date) semester, and that the faculty will reevaluate my progress at that time _____ (Initial here).

I have discussed this student success plan with the Program Coordinator and understand that failure to complete this plan in the time allowed may result in dismissal from the program. _____ (Initial here)

Statement of Expectations: The counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

I understand that my candidacy remains conditional pending successful completion of the success plan and may remain conditional based on progress in other coursework. _____(Initial here).

I understand that successful completion of all success points will not guarantee graduation from the counseling program. _____(Initial here).

I understand that in the event that any of the objectives outlined above are not consistently met by the student at any point throughout their remaining program of study, student will be referred to department coordinator/department chair to discuss possible withdrawal from the program or alternative courses of action _____(Initial here).

My signature below indicates that I have read and understand the GSU Counseling Program Student Retention, Success Plan and Gatekeeping policy.

Student Signature _____ Date: _____

Print name: _____ ID #: _____

Faculty signatures _____ Date _____

Dr. _____

Dr. _____