



College of Education, Health, and Human Services (EHHS)  
The School of Lifespan Development and Educational Sciences (LDES)



**THE COUNSELOR EDUCATION AND SUPERVISION  
DOCTORAL PROGRAM BROCHURE & STUDENT HANDBOOK**

**EFFECTIVE SEPTEMBER 2023**

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## **OVERVIEW OF THE COUNSELOR EDUCATION AND SUPERVISION DOCTORAL PROGRAM**

The Counselor Education and Supervision (CES) Program offers the master's degree in Clinical Mental Health Counseling, School Counseling, and Rehabilitation Counseling as well as the Ph.D. degree. These four areas are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The doctoral program area is accredited in Counselor Education and Supervision. Kent State University is accredited by the Higher Learning Commission.

### **MISSION AND OBJECTIVES**

The mission of the Counselor Education and Supervision (CES) doctoral program at Kent State University is to prepare research-informed, ethically sound, and culturally responsive counselor educators and supervisors who can effectively: conduct research and engage in scholarship; provide counseling supervision; facilitate learning; engage in leadership and advocacy; and deliver counseling services. Fulfilling this mission will ensure delivery of a high-quality doctoral education which meets the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The objectives of the Counselor Education and Supervision doctoral program at Kent State University are...

1. to prepare students to assume the role of a faculty member or other roles related to counselor education and supervision;
2. to have students/graduates practice in a legal, ethical, and multiculturally responsive manner (KPI CES 1);
3. to prepare students for the role of instructor with the ability to understand and apply: teaching methods; instructional and curriculum design; and evaluation methods of teaching (KPI CES 6 and CES 7);
4. to have students/graduates provide high quality counseling supervision which:
  - enhances supervisees' ability to conceptualize clients from multiple theoretical perspectives, nurtures supervisees' counseling skills, and evaluates the effectiveness of supervisees' counseling (KPI CES 2 & CES 3);
  - uses multiple theories of supervision, and demonstrates knowledge and skills related to evaluative, gatekeeping, and remediation practices of supervision (KPI CES 4 and CES 5);
5. to have students/graduates conduct quantitative and qualitative research, along with understanding and applying the recommended practices for professional writing (KPI CES 8 and CES 9);
6. to provide students with an extensive counseling practicum experience, serving clients and students in a diverse and ever-changing society;
7. to have students demonstrate a firm grasp of leadership theory which will prepare them ultimately to provide leadership and advocacy to the counseling profession; and
8. to have students display an ability to critically evaluate current issues in the profession (KPI CES 10 and CES 11).

### **POLICY ON RECRUITMENT OF DIVERSE STUDENT BODY**

Faculty in the Counselor Education and Supervision program are committed to recruiting a culturally diverse student body for their master's degree programs in Clinical Mental Health Counseling, School Counseling, and Rehabilitation Counseling as well as the Ph.D. program in Counselor Education and Supervision. To this end, the Counselor Education and Supervision doctoral program announces graduate assistantships or teaching fellowships on counseling listservs (e.g., CESNET) stating that Kent State University is an Equal Opportunity / Affirmative Action Employer. Letters advertising the doctoral program are sent to Historically Black Universities and Hispanic Serving Institutions where there is also a master's degree program in counseling. Faculty members are committed to providing all persons equal access to the programs in School Counseling, Clinical Mental Health Counseling, Rehabilitation Counseling, and the doctoral Counselor Education and Supervision program without regard to race, religion, sex, sexual orientation, national origin, physical disability or mental disability (unless the disability interferes with the practice of counseling), and identification as a veteran with a disability.

### **CES PROGRAM COMMITMENT TO DIVERSITY**

The Counselor Education and Supervision (CES) program at KSU is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages everyone to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the program seeks to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The KSU CES program prohibits discrimination against any person based on race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. Students are expected to reflect the standards and ethics of the counseling profession, especially in diversity. Any use of written or verbal language should be consistent with the respect that is the cornerstone of the counseling profession and should reflect (Section C.5) of the 2014 ACA Code of Ethics:

Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/ spirituality, gender, gender identity, sexual orientation, marital status/ partnership, language preference, socioeconomic status, immigration status or any basis proscribed by law.

A student's enrollment in any course in the CES program signifies that they support and are committed to uphold the CES Program Commitment to Diversity.

### **CES PROGRAM COMMITMENT TO WELLNESS**

The faculty and staff in the Counselor Education and Supervision program at Kent State University want to promote self-care related to mental health and healthy coping. However, we realize that being a student may create difficulties. A recent survey by the American College Health Association found that stress, sleep problems, anxiety, depression, interpersonal concerns, death of significant others, and alcohol use are the top 10 impediments to academic performance.

Students in need of support are encouraged to contact their advisor. Also, please consider contacting and scheduling an appointment with KSU University Psychological Services located in the DeWeese Health Center (UPS; 330-672-2487), the Clinic for Individual and Family Counseling at the University of Akron (330-972-6822), or one of the community-based mental health agencies in Kent or the surrounding area. Your advisor or UPS could help with providing information on surrounding agencies or referrals.

### **POLICY STATEMENTS ON AFFIRMATIVE ACTION AND DISABILITIES**

Kent State University is committed to provide all persons equal access to its programs, facilities, and employment without regard to race, religion, sex, sexual orientation, national origin, physical disability or mental disability (unless the disability is essential to the practice of counseling), and identification as a veteran with a disability. Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive.

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor before the beginning of the semester to decide for necessary classroom adjustments. Please note you must first verify your eligibility for accommodations through Student Accessibility Services (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).

### **ENDORSEMENT**






It is not the practice of the CES Program faculty to automatically provide reference letters to graduates for employment applications or for admission to further education, nor to supply evaluations of competencies for individual credentials. However, the faculty is happy to provide such service to students on a request basis. Please do not hesitate to ask for a letter of reference if it would be helpful to you. It is the faculty member's decision whether to provide the letter. Endorsements will be written only if the student's program of study in fact prepared him or her for the position or credential in question.




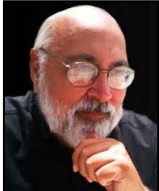





## Primary / Core Faculty and Staff



The faculty in the Counselor Education and Supervision (CES) program at Kent State University strive to be student centered, research-informed, ethically sound, and culturally responsive. They have been awarded the 2019 NCACES Innovative Counselor Education program award for their leadership contributions to the profession and community.

	<p><b>JENNY CURETON, Ph.D., Associate Professor</b> Dr. Cureton's areas of interest and expertise include crisis and trauma; career development among marginalized people; and transformative education on counseling, teaching, and researching traumatized and marginalized people. Her experience as an independently licensed professional counselor includes work in private practice, community-serving clinics, and college settings. She earned her Ph.D. in Counselor Education and Supervision from the University of Northern Colorado and her master's in counseling from the University of North Texas.</p>
	<p><b>ADRIENNE ERBY, Ph.D., Assistant Professor</b> Dr. Erby earned the Ph.D. in Counseling with a Multicultural Counseling cognate from The University of North Carolina at Charlotte and a M.S. in Community Counseling from Oklahoma State University. Her counseling experience includes school-based mental health counseling, university counseling, community mental health, in-home, and hospital/hospice care. Dr. Erby's work centers on bridging cultural gaps in counseling training and practice to promote individual, relational, and community health and wellness in minoritized communities. Her research focuses on critical, cultural, and social justice issues in counseling and counselor education, including a focus on race, gender, and LGBTQ+ health and wellness, identity development, and educational practices fostering cultural competence.</p>
	<p><b>LYNNE GUILLOT-MILLER, Ph.D., Associate Professor, Master's Practicum &amp; Internship Coordinator, Tevera Coordinator</b> Lynne Guillot-Miller earned her Ph.D. in Counselor Education from the University of New Orleans. Her teaching and research interests include school counselor preparation and school counseling for students with mental health concerns. She is particularly interested in using creative approaches when counseling children and in counselor preparation and supervision. She has experience as a counselor in college, agency, and school settings. Dr. Guillot-Miller currently serves on the University Teaching Council.</p>
	<p><b>MARTIN J. JENCIUS, Ph. D., Associate Professor &amp; Doctoral Practicum and Internship Coordinator, IRB Representative</b> Marty Jencius earned his Ph.D. in Counselor Education from the University of South Carolina. His sixteen years of clinical experience included working in addictions, with at-risk youth and schools, EAP consultation, and at a family counseling agency. He has over 100 publications in books, chapters, journal articles, and others, along with 60 podcasts related to counseling, counselor education, and faculty life. He has done seminal work in technology introducing listservs (CESNET-L), websites, online journals, podcasts, and virtual reality to the field of counseling. He has had the opportunity to teach counseling and to make 20+ trips to Turkey, and trips to The Bahamas, Malaysia, Scotland, and Singapore. He is past president of North Central Association for Counselor Education and Supervision (NCACES), and the national ACES association. He currently is appointed to the American Counseling Association Governing Council. His remains actively interested in international issues in counseling, technology applications in teaching counseling, and human subjectivity (Q-Methodology) as it relates to counselor development.</p>
	<p><b>ALMA MOORE, Ph.D., LPCC-S, MBA, Assistant Professor and Master's Program Coordinator for CMHC and SCON</b> Alma Moore earned her master's degree in Clinical Counseling at Malone University, doctoral degree at Kent State University and is currently licensed in Ohio as a Professional Clinical Counselor with Supervisory Endorsement (LPCC-S). Alma earned a master's degree in Business Administration from Baldwin Wallace University and held multiple leadership positions in business and the community before entering the community mental health counseling field. Alma worked as a clinical supervisor and clinical director in a mental health agency, in addition to serving on that agency's Board of Trustees as a member of the Human Resources Committee. Alma currently serves as the Treasurer of the Ohio Counseling Association. Her research interests include doctoral students' preparation to teach in the counseling profession, and gatekeeping with master's counseling students.</p>

	<p><b>CYNTHIA J. OBSORN, Ph.D., LPCC-S, Professor, Addictions Certificate &amp; ACCEPT Program Coordinator</b></p> <p>Cynthia Osborn earned her Ph.D. degree in Counselor Education and Supervision from Ohio University in 1996 after serving in pastoral ministry for several years. She joined the Counselor Education and Supervision (CES) faculty at Kent State University in 1997. She is licensed in Ohio as a Professional Clinical Counselor (with supervisory endorsement; LPCC-S) and as a Chemical Dependency Counselor (LICDC), and her clinical background is with persons with co-occurring disorders (substance use disorders and mental illness). She routinely teaches graduate courses in addictions counseling, case conceptualization and treatment planning, and counseling practicum and internship. Research activity, publications, and presentations are in the areas of addictive behaviors (including college alcohol misuse, and counselors' perceptions of addiction), motivational interviewing, solution-focused counseling, leadership in counseling, and counselor supervision.</p>
	<p><b>J. STEVE RAINEY, Ph. D., Assistant Professor, IRB Representative</b></p> <p>Steve Rainey began his work at Kent State University in the fall of 2002. He is currently the master's practicum and internship coordinator, and an advisor to the Kappa Sigma Upsilon chapter of Chi Sigma Iota, International. His research interests are in the areas of school counselor preparation, school counselor identity, school counseling program implementation assessment, and counseling sexual minority clients.</p>
	<p><b>LENA SALPIETRO, Ph.D., LPCC, Assistant Professor</b></p> <p>Dr. Salpietro is a Licensed Professional Clinical Counselor (LPCC) in the State of Ohio and a National Certified Counselor (NCC). She earned her M.A. in Clinical Mental Health Counseling and her Ph.D. in Counselor Education from the University of Toledo. Her clinical experiences include community mental health agencies, college counseling centers, and private practices. Dr. Salpietro has extensive experience working with survivors of sexual assault, domestic violence, and stalking as well as expertise in treating adolescents, college-aged adults, and adults living with depression, anxiety, grief, trauma, low self-esteem, and life changes. Her research interests include best practices in/standardization of gatekeeping and remediation in Counselor Education, LGBTGEQIAP+ health, wellness, and counseling experiences, and the experiences of counselors who have lost a client to suicide.</p>
	<p><b>MARK L. SAVICKAS, Ph.D., LPCC, Adjunct Professor, Professor</b></p> <p>Mark Savickas earned his Ph.D. in Guidance and Counseling from Kent State University in 1975. He has been an adjunct professor in the Department since 1975, teaching courses in career development and counseling. His primary position is Professor of Family and Community Medicine, NEOMED, where he served as Chair of the Behavioral Science Department for 27 years. He is a fellow of the American Counseling Association and has edited the Career Development Quarterly (1992-1999) and the Journal of Vocational Behavior (1999-2016).</p>
	<p><b>CASSANDRA A. STORLIE, Ph.D., LPCC-S, NCC, Associate Professor &amp; Doctoral Program Coordinator</b></p> <p>Cassie Storlie earned her Ph.D. in Counselor Education and Supervision from The University of Iowa and is licensed as a LPCC-S and as a RN in IL. Dr. Storlie serves as the Doctoral Program Coordinator for the CES program and has served in leadership positions at state, regional, national, and international levels in the counseling profession. She is the President Elect for the Association for Counselor Education &amp; Supervision and Associate Editor for the <i>Journal of Counselor Leadership and Advocacy</i>. Dr. Storlie has been awarded NCDA's Diversity Initiative Award, KSU's Scholar of the Month, EHHS Distinguished Faculty Researcher and recipient of KSU's Advancing Diversity Award. She has been funded by the Martha Holden Jennings Foundation for 7 years for interdisciplinary work in career development and science education with Latinx/a/o youth. Her research centers on the career development of marginalized populations, specifically Latinos/as and salient topics in counselor leadership development. As a Latina, she is focused on social justice and advocacy supporting culturally responsive and evidenced based practices in college and career readiness.</p>
	<p><b>JENNIFER WAUGH, Ph.D., LPCC-S, LICDC, Assistant Professor and Assistant Director of the Counseling Center</b></p> <p>Jennifer Waugh earned her master's and doctoral degree at Kent State University. She is currently in the dissertation phase of the Ph.D. program in Counselor Education and Supervision at Kent State University. Jennifer has 15 years of clinical experience in the mental health field working at community agencies and private practice. Jennifer has experience working with all ages, group, couples, individual and crisis counseling. She is trained in CBT for psychosis and Trauma Focused CBT. Jennifer has worked in the Counseling Center as a graduate assistant and taught a number of master's level course in the CES program. Her research interests include serious mental illness, crisis intervention, clinical work with transitional age youth and supervision.</p>

CONTRIBUTING CES FACULTY	
	<b>JASON MILLER, Ph. D., LPCC-S, <i>Director of the Counseling Center</i></b>
	Dr. Jason Miller received his Ph.D. in Counselor Education from the University of New Orleans shortly after acquiring a M.Ed. in Community Counseling and a B.A. in Psychology. He began his career at Mississippi State University as a visiting assistant professor before moving to Kent State to his current position. Throughout his career thus far, he has focused on a variety of research interests. His primary interests now involve specialized accreditation issues and mental health trends on college campuses. Over the past few years Dr. Miller has come to take more of a pure existentialist approach to counseling (and possibly life in general). He finds few things more rewarding than working with a client and helping him or her to face those issues that we all deal with but never like to talk about. It is for this reason that he is continually becoming more involved with the mental health needs of the students on campus. He is a member of the American Counseling Association, the Association for Counselor Education and Supervision, and the American College Counseling Association.

### CES PROGRAM OF EXPECTATIONS

The faculty in the Counselor Education and Supervision (CES) program at Kent State University is charged with the task of preparing research-informed individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field. CES faculty members are responsible for using and infusing current research into teaching, supervision, and scholarship. In turn, students are expected to use current research when presenting, writing, practicing counseling, and so forth. Additionally, faculty evaluate students based on their academic, professional, and personal qualities. The CES faculty attempt to establish a learning community where students can develop professionally. They do this by providing an environment in which students' rights and responsibilities are respected and by respecting the dignity and worth of each student.

A student's progress in the program may, however, be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training related requirements for self or others. For example, in order to ensure proper training and client care, all CES students must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are used to evaluate CES students' academic performance and their ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. CES students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

CES faculty members expect CES students to behave in a professional manner, inside and outside the classroom. Therefore, disrespectful behaviors, gestures, or comments will be addressed and considered in student retention. Examples of disrespectful or unprofessional behavior within the classroom are texting while in class (even if it is under the table and out of sight), using laptops for nonacademic reasons during class (e.g., Facebook, e-mailing etc.), having cell phones turned on, not completing reading assignments, talking in class while others are speaking, not being on time to class, gossiping, and not adhering to the current ACA Code of Ethics, etc. CES faculty members expect CES students to be active learners! Faculty also expect that counseling students develop (if not already possess) the skills needed to self-evaluate and know what is respectful / professional behavior.

It is the role of the CES faculty to prepare students for employment as professional counselors and to assist them in obtaining skills and knowledge relative to continued professional development.

### APPLICATION, ADMISSION, AND ADVISEMENT

Applicants are sought both from Ohio and from other states. The CES doctoral program selects students only once each year. The deadline for receipt of completed application materials is **February 1st**. Apply online by going to [www.kent.edu](http://www.kent.edu) and click "apply now." Both KSU College of Education, Health and Human Services requirements and CES Program requirements must be met for admission.

Admission requirements include:



- Master's degree from an accredited college or university; applicants are expected to have completed curricular experiences equivalent to CACREP entry-level core curricular standards and curricular requirements, CACREP entry-level professional practice standards, and CACREP entry-level requirements of a specialty area (e.g., CMHC, School Counseling, Rehabilitation Counseling) before beginning doctoral-level counselor education coursework. If minimal content is needed, it can be completed before or in some cases concurrently with initial doctoral-level counselor education coursework.
- Quantitative eligibility requirements include:
  - Minimum 3.500 graduate GPA on a 4.000 point scale
- Official transcript(s)
- Résumé or vita
- Goal Statement
- Supplemental data form
- Completion of the Questions Regarding Legal and Ethical Issues form
- Writing Sample, coordinated with Dr. Storlie
- Two letters of recommendation
- Interview with the Doctoral Coordinator
- Group Interview with Faculty (Typically held on Doctoral Group Interview Day the 2<sup>nd</sup> Friday in February)
- English language proficiency - all international students must provide proof of English language proficiency, unless they meet specific exceptions. For more information on international admission, visit the [Office of Global Education's admission website](#).

Faculty review application materials. In reviewing materials and interviewing applicants the faculty assess the applicants with regard to each applicant's: (a) potential success in forming effective and culturally responsive interpersonal relationships in individual and small-group contexts; (b) aptitude for doctoral-level study; (c) relevant career goals in relationship to the program; (d) openness to self-examination; (e) openness to personal and professional development; (f) fitness for the profession, including self-awareness and emotional stability; (g) cultural responsiveness and respect for cultural differences; (h) oral and written communication skills; (i) potential for scholarship, professional leadership, and advocacy; (j) previous professional experience.

For more information about graduate admissions, please visit the [Graduate Studies admission website](#).

For applicants interested in a Fall 2022 start and after, the GRE is no longer required.

**Co-Advisors:** Admitted students are assigned two faculty advisors who serve as their advisory committee to assist in and oversee each student's course of study. Students are expected to file a prospectus by the end of their first semester of study.

### **FINANCIAL AID AND STUDENT EMPLOYMENT OPPORTUNITIES**

A limited number of graduate assistantships or teaching fellows are available in the CES Program to full-time doctoral students. Assistantships and fellowships, which award about \$16,000 per academic year plus waiver of all tuition costs, require 20 hours of service per week. Students from outside of Ohio will have out-of-state fees waived if they receive a departmental assistantship or fellowship. Students may want to consider alternative possibilities for employment on campus. Please contact the Doctoral Program Coordinator for specific alternatives for financial assistance and employment opportunities.

### **EMPLOYMENT OF GRADUATES**

Graduates of the CES doctoral program have held several positions in academic, administrative, and clinical settings. An illustration of employment sites, past and present, of graduates follows:

Adams State University, Alamosa, CO Arkansas State University, AR California State at Fresno, Fresno CA California U. of Pennsylvania, PA Cleveland State University, Cleveland, OH Coleman Professional Services, Kent, OH Counseling for Wellness, Kent, OH Creighton University, Omaha, NE Duquesne University, Pittsburgh, PA Fairfield University, Fairfield, CT Idaho State University, Pocatello, ID Indiana University of Pennsylvania, Indiana, PA Kent State University, Kent, OH Loyola College, Baltimore, MD Malone University, Canton, OH Marshall University, South Charleston, WV Middle Tennessee State U., Murfreesboro, TN	Morehead State University, Morehead, KY Mount Union University, Alliance, OH Northeast Counseling Center, Chappaqua, NY North Dakota State University, Fargo, ND Portage Path Com. Mental Health, Akron, OH Regent University, Virginia Beach, VA San Jose State University, San Jose, CA Sonoma State University, Rohnert Park, CA Southeast Missouri St. U., Cape Girardeau, MO Southern Illinois University, Carbondale, IL Texas Women's University, Houston, TX University of Akron, Akron, OH University of Alabama, Tuscaloosa, AL	University of Florida, Gainesville, FL University of Idaho, Moscow, ID UNC at Charlotte, Charlotte, NC UNC at Greensboro, Greensboro, NC UNC at Pembroke, Pembroke, NC University of North Florida, Jacksonville, FL University of South Dakota, Vermillion, SD University of Texas at Tyler, Tyler, TX University of Toledo, Toledo, OH Virginia Polytechnic Institute and State University, Blacksburg, VA Walsh University, Canton, OH Western Georgia University, Carrollton, GA Western Kentucky University, Bowling Green, KY Youngstown State University, Youngstown, OH
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### IMPORTANT INFORMATION REGARDING GRADES

The CES program only allows grades of “B-” or better to count towards a student’s degree requirements. Therefore, if students earn a “C+” or lower in a course, that entire course would need to be repeated. This includes courses that are prerequisites for more advanced course. One must **successfully complete** a prerequisite course (B- or better) to enroll in the more advanced course.

### MATRICULATION REQUIREMENTS

Students in Kent State University’s Ph.D. in Counseling Education and Supervision must successfully complete the following in order to graduate:

1. all required coursework;
2. comprehensive exams;
3. a 600 hour internship, consisting of three of the following five areas: Teaching, Research & Scholarship, Counseling, Leadership & Advocacy, and Supervision (see the Doctoral Internship Manual for further detail); and
4. dissertation research.

See sections below for specific requirements in these four areas. Student must also adhere to all program expectations and requirements for retention of students, as described in this handbook.

### THE CURRICULUM

For students with an acceptable master’s degree in counseling, full-time doctoral study in the Counselor Education and Supervision Program usually involves two to three years of course work and an additional one to two years for finishing internship requirements and completing a dissertation. Our degree is available to both full-time and part-time students. We do, however, require at least one year of full-time study, that is, enrollment in a 12-month period totaling at least 21 semester hours (e.g., two consecutive semesters of 9 or 12 hours; two semesters of 9 plus a contiguous semester of 3).

Our curriculum is structured around the belief that doctoral level graduates should be well grounded in areas basic to the counseling profession, with an emphasis on ethical practice and multicultural responsiveness. These basic areas include: theory, teaching / pedagogy, scholarly activity, supervision, teaching, leadership, advocacy, provision of direct service to clients, and a clear counseling professional identity.

The expectation is that doctoral students will be prepared with entry-level knowledge and skills in their master's degree program.



A person whose prior master's degree was in counseling may already meet many of the doctoral prerequisites. Persons from other fields are shifting their career direction and may need to make up considerable coursework that would normally be taken in a counseling master's degree. Graduate coursework in the following content areas is considered prerequisite to the doctoral program. Such coursework must meet CACREP standards in order to be approved.

- counseling theory
- counseling procedures
- counseling practicum and internship (including authentic counseling experiences)
- group dynamics and group work theory and procedures for intervention
- measurement and appraisal
- career development theory and career guidance/counseling
- professional orientation appropriate to the counseling profession
- administration and coordination relative to some program area in human services / counseling
- consultation theory and procedures
- legal and ethical issues pertinent to counseling
- research methods appropriate to the behavioral/social sciences
- human growth and development (child, adolescent and adult)
- social/cultural foundations
- human psychopathology/diagnosis

The total program must include at least 105 semester hours of study, including approved master's level work but excluding dissertation credit. Following are the coursework requirements and options comprising the CES

If students entering the doctoral program have had a course very similar to a required doctoral course, they may consult with their advisors about substituting a different course instead of taking the required course. That is, a required course may not be waived, but rather can be substituted with an advisor-approved alternative course.

**TEVERA REQUIREMENT:** Students are required to work with their two doctoral program advisors while setting up the initial development of experiential experiences in the above courses. Throughout the initial development of these experiences and the duration of these courses, students, advisors, supervisors, and instructors will use Tevera. It is a requirement of the CES doctoral program that all students use Tevera to help manage critical data pertaining to student learning outcomes (i.e., Key Performance Indicators) and experiential experiences in the program. In all coursework in the CES doctoral program, Key Performance Indicators are collected in Tevera and assessed/monitored by program faculty. In addition, the following experiences are heavily reliant upon the use of Tevera.

#### **Method of Instruction:**

Most courses within the CES doctoral program are didactic (e.g.; Advanced Counseling Theories, Doctoral Residency Seminar) but we also have experiential courses (e.g.; Advanced Counseling Practicum, Supervision in Counseling) to ensure students are gaining rich experiences. Most courses are provided in a face-to-face format, but there may be some courses provided in an online format (e.g., Statistics I).

Any change made to coursework (including elective coursework) must be approved by the student's advisors BEFORE the change is made.

**Program Core** (39 semester hours). This is designed to develop the counselor identity of the doctoral student in Counselor Education and Supervision and to offer advanced training in fundamental areas.

- CES 78538: Advanced Multicultural Counseling
- CES 78592 or 87392: An Advanced Practicum (individual or couples/family). All students enrolled in an Advanced Practicum need to provide documentation to their instructor of current professional liability insurance before they can meet directly with clients.
- CES 80090: Doctoral Residency Seminar
- CES 80200 Fundamentals of Writing and Research in CES
- CES 80300 Leadership and Advocacy in CES
- CES 88168: Advanced Counseling Theories

- CES 88281: Research Seminar in CES
- CES 88284: Supervision of Counseling in CES I
- CES 88292 Internship in CES
- CES 88294: College Teaching in CES I
- CES 88392 College Teaching in CES II
- CES 88492 Supervision of Counseling in CES II

Students also will have six (6) hours elective coursework and choose electives to give greater depth or breadth to their program. Students will seek advisor approval when selecting electives such as CES courses (e.g., CES 78067 Counseling Children, CES 77664 Theories & Practices in Addictions Counseling, CES 78533 Family Therapy: Theory and Technique; see master's plans of study for other options) or research courses (e.g., RMS 78713 Multivariate Analysis In Educational Research; RMS 78714 Factor Analysis In Educational Research; RMS 78716 Educational Statistics II; RMS 78728 Educational Statistics III; CES 70093 Q Methodology In Assessment And Research; and specialty RMS courses such as Grounded Theory and Phenomenology).

**Research Core** (12 semester hours as shown below). Students must take all basic research courses and select one advanced research course. Basic research courses include: RMS 75510: Statistics I for Educational Services (3 credits), RMS 85515: Quantitative Research Designs and Application for Educational Services (3 credits), and RMS 85516: Qualitative Research Designs and Application for Educational Services (3 credits). Advanced research courses include RMS 85517: Advanced Quantitative Research for Educational Services (3 credits) or RMS 85518: Advanced Qualitative Research for Educational Services (3 credits).

**Internship** (at least 6 semester hours over two semesters – Fall/Spring or Spring/Fall offerings only). The internship consists of at least 600 clock hours at the doctoral level of professional work in counselor education or human service setting under approved field supervision. (Those not having an acceptable master's internship will be required to complete an additional 600 hours.

- The doctoral internship is a culminating experience, with no more than nine hours of coursework (excluding dissertation) to be completed, which could include only the following: advisor approved electives; independent investigations; advanced RMS coursework (e.g., RMS 85517 or RMS 85518); and/or CES 88281: Research Seminar in CES.
- An internship may be pursued on a full- or part-time basis (not less than 20 hours per week). Students cannot register for six (6) hours of internship in one semester.
- A student who is already employed in a human service position is not automatically required to change positions for the internship; however, modifications in the present position will be necessary to reflect new opportunities to test and implement program learnings. It is the purpose of the internship to offer an opportunity for integrative learning and to add breadth and depth to a student's experience.
- All students planning to enroll in internship need to provide documentation to their instructor of current professional liability insurance before they can begin their internship experience.
- The doctoral internship must include at least 240 hours of direct service.
- Beginning with fall 2017 admits, doctoral interns must include three of following areas in their internship plans: Teaching, Research & Scholarship, Counseling, Leadership & Advocacy, and Supervision. See the internship manual (dated August 2017 or later) for details.

**Dissertation** (at least 30 semester hours over two terms).

- The dissertation may be quantitative, qualitative, mixed methods, program evaluation, or instrument development design on a topic relevant to counseling practice, counselor education, and/or counselor supervision.
- Students are expected to be familiar with procedures for entering data into a computer and for analyzing the results.
- Students need to register for two consecutive semesters at 15 hours each of CES 80199 Dissertation I. Thereafter, students need to be registered for 15 hours of CES 80299 Dissertation II each semester (including summer) through graduation, including the term in which graduation is expected.
- Students may use the Traditional or the Alternative Format for Dissertation. Information related to the Alternative format can be found in the EHHS Graduate Student Handbook and later in this manual. Questions about the Alternative Format can be directed to advisors or to the Doctoral Program Coordinator.

## COMPREHENSIVE EXAMINATION POLICY IN THE CES PROGRAM

The intent of the comprehensive written and oral examination is to provide a more comprehensive evaluation of the student's knowledge of Counselor Education and Supervision than can be completed in an individual course. The comprehensive written and oral examination is centered on the 5 core areas of CES. The comprehensive written and oral examination is to be taken at the completion of the student's course work (CES 88292 Internship in CES may be incomplete at the time of the comprehensive examination); that is, all course work listed as part of the Prospectus & Residency Plan must be completed before the student is eligible to take the comprehensive written and oral examination **EXCEPT ELECTIVES**. CES Doctoral students will be given **a one-year time limit from the end of the semester in which they successfully complete doctoral internship to initiate the written comprehension examination**. Failure to adhere to this timeline may result in your dismissal from the program. Application and clearance for the comprehensive written and oral examination occurs through the EHHS Graduate Student Services Office (418 White Hall).

### Administration of Written Comprehensive Exams

The written comprehensive examination will be offered **SIX times** during the academic year (Fall semester: September 1, October 1, November 1 and Spring semester: February 1, March 1 and April 1). The Doctoral Coordinator will announce via email the exact dates on the CES Doctoral Listserve of when the completed questions are due to the program coordinator and advisors.

CES faculty and advisors have up to 60 days to review and evaluate the written comprehensive exams per the EHHS Graduate Student handbook. However, it is the goal of the CES PhD program faculty to work expeditiously with doctoral students so students may register for Dissertation I. Due to faculty workload contracts/availability during summer session, it is strongly suggested that doctoral students work closely with advisors to discuss a mutually agreed upon timeframe for completion and evaluation of comprehensive exams.

### Process for the Written Comprehensive Exam

The Comprehensive Exam Application Packet is to be completed and submitted to the Office of Graduate Student Services (OGSS) via DocuSign **at least one month prior** to the date the student wants to initiate the written portion of the comprehensive exam. Upon completion of the written comprehensive exam, the student should initiate the **Written Comprehensive Exam Results** form from the OGSS website or found here: <https://www.kent.edu/ehhs/ogs/forms>

In the CES Ph.D. program, students complete the written portion of the comprehensive examination in **five weeks**. It is recommended that students take one week to write their response to one of the CES core area questions (i.e., 5 questions = one week per question). **Students are required to submit all FIVE questions on the due date. Once submitted, the student is not able to retrieve their submitted answers.** At the student's request, the two CES faculty advisors help prepare the student for the five areas to be covered on the written portion of the examination; note that it is the student's responsibility to schedule a meeting(s) with advisors to assist with preparation.

CES faculty reviewer (non-advisors) provide comment the written portion of the doctoral comprehensive examination and provide the student's Advisory Committee (CES co-advisors) feedback on the answers completed by doctoral students. The Advisory Committee (CES co-advisors) read and consider the CES faculty reviewers' feedback *and* review and evaluate the written portion of the student's comprehensive exam. The Advisory Committee (CES co-advisors) must indicate a satisfactory performance on the "written portion" of the examination before the student can schedule the "oral portion" of the examination.

**Deficient Written Comprehensive Exam Question(s):** Once the written portion of the examination has been completed, the Advisory Committee (CES co-advisors) may determine that the student 1) has successfully passed the written examination and is ready for the oral examination, or 2) determine that there is a deficiency, and that re-writing is necessary. A deficiency is thought to exist when one or more of the five answers to the five core area questions are evaluated as unsatisfactory. Students with deficiencies that need to re-write must wait until the next comprehensive exam administration (at minimum) to utilize their second opportunity to pass written comprehensive exams. The maximum amount of time a

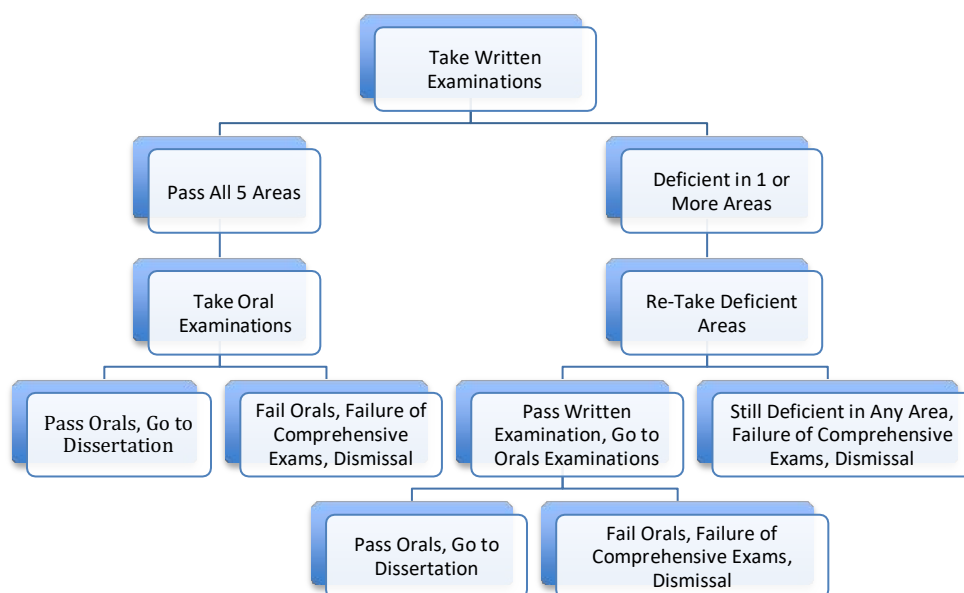
student can wait to rewrite a question(s) for their written comprehensive exam is three administrations-based on the six administrations offered each academic year. Doctoral students in the CES program only get TWO opportunities to pass written comprehensive exams. Note that if a re-write is necessary for an evaluated question(s) from an April 1 administration then the student **would need to wait** until Sept 1 for the new question(s) at minimum. See the flowchart on the following page for an explanation of the comprehensive examination process.

### Process for the Oral Comprehensive Exam

The Advisory Committee (CES co-advisors) evaluate the “oral portion” of the exam. Once scheduled for the “oral portion” of the comprehensive exam the student should initiate the **Oral Comprehensive Exam Results** form from the Office of Graduate Student Services OGSS website or found here: <https://www.kent.edu/ehhs/ogs/forms>. For the student to successfully complete the oral examination, the Advisory Committee (CES co-advisors) must agree that the student passed the oral examination.

The student will register for CES 80199 Dissertation I in the semester following successful completion of both the written and oral comprehensive exams (sans summers, unless the student desires to work with co-directors in the summer on Dissertation).

**Failed Oral Comprehensive Exam Question:** Per the EHHS Graduate Student handbooks, student who fail the oral comprehensive exam are dismissed from the program.



### CES DOCTORAL COMPREHENSIVE EXAMINATION STUDY GUIDE

There are five core areas of the CES Doctoral Comprehensive Examinations which include:

- Counseling
- Teaching
- Supervision
- Leadership and Advocacy
- Research and Scholarship

Below are some general guidelines to help prepare for the written portion of the examination:

- These are comprehensive examinations – students need to demonstrate a culmination of their learning in the CES

doctoral program.

- Plagiarism will not be tolerated, and your answers will be run through plagiarism software. This should be your original work. If plagiarism is found, it will be considered an immediate fail and possible dismissal from the program.
- Grading will be based on content (e.g., accuracy and thoroughness of information) AND form (e.g., written clearly, good grammar and spelling, **APA Style – 7<sup>th</sup> Edition**).
- Students are expected to appropriately cite at least **10-15 different scholarly sources in each area**. Students will submit one reference list at the end of each completed core area question using APA 7 format.
- In each area, make sure to answer ALL questions and sub-questions. Typically, written comprehensive exam areas fail when they are not fully answered. It is recommended that students identify each of the sub-sections of the examination with a sub-heading.
- Make sure responses are thorough and are “deep.” Shallow or surface level responses are not appropriate.
- References from general textbooks (e.g., Corey; Sue & Sue, Bernard & Goodyear, Northouse) **will not be acceptable references** for exams.
- Begin preparing at least six months before the examination. Dedicate considerable time for preparation/studying. This is NOT a time for cramming.
- Student responses to each of the core area questions **are to be 20-25 pages, not including title page or references**. Abstracts are not required for CES doctoral comprehensive exams. (e.g., 20 pages per 5 core areas = 100 pages, not including references or title pages). Responses beyond 25pgs will not be evaluated.
- When studying and preparing, please refer to the 2016 CACREP doctoral standards. The examinations in CES have been developed around the 2016 CACREP doctoral standards.
- Once a doctoral student receives the five questions for the CES written comprehensive exam, this is considered the first administration. Students have TWO opportunities to pass the written comprehensive exam per the EHHS Graduate Student Handbook. If there is an emergency during the first administration, the Doctoral Program Coordinator, and the Advisory Committee (co-advisors) must be contacted immediately.

The following question bank is your guide to prepare for your written comprehensive exams. Please note that faculty advisors may select these questions (or parts of questions; or may develop their own questions) to be a part of your written comprehensive exam. Questions have been modified/derived from a variety of sources such as (but not limited to):

Barnhill, J.W. (2013). *DSM-5 clinical cases*. Washington, DC: American Psychiatric Publishing.

Barrio Minton, C.A., Watcher Morris, C., & Gibson, D. (2016). *Evaluating student learning outcomes in Counselor Education*. Alexandria, VA: American Counseling Association.

Herlihy, B., & Corey, G. (2015). *ACA ethical standards casebook, 7<sup>th</sup> Ed.* Alexandria, VA: American Counseling Association.

Storlie, C. & Herlihy, B. (2021). *Counseling leaders and advocates: Strengthening the future of the profession*. Alexandria, VA: American Counseling Association.

Swank, J., & Barrio Minton, C.A. (2021). *Critical incidents in counselor education: Teaching, research, supervision, leadership and advocacy*. Alexandria, VA: American Counseling Association.

Faculty advisors who choose to develop their own questions for each of the five core areas of the written comprehensive exam must adhere to the following structure:

1. [CES Core Area] Theory
  - a. Philosophy Statement
2. Application (Case Scenario)
  - a. Cultural Considerations in [CES Core Area]
  - b. Ethical Considerations in [CES Core Area]
3. Current Research & Critique of this Research
4. Reflection (Summative Evaluation) of how the student has engaged in [CES Core Area] over the course of their program

## Written Comprehensive Exam Question Bank

### CES Core Area I: Counseling

**\*Advisors writing their own question in this area must adhere to this structure:**

1. Counseling Theory Question
  - a. Counseling Philosophy Statement
2. Counseling Application (Case Scenario)
  - a. Cultural Considerations in Counseling
  - b. Ethical Considerations in Counseling
3. Current Research in Counseling & Critique of this Research
4. Reflection (Summative Evaluation) of how the student has engaged in Counseling over the course of their program

#### **Counseling Question A: An Eclectic Question in Counseling**

1. Identify and describe your preferred counseling theory. Explain why it is this theory that is preferable to you as a counselor, counseling supervisor, and future counselor educator.
2. Identify and then describe two Counseling Theories that are most *dissimilar* to your preferred counseling theory. Describe how they are different from the way in which you work and conceptualize clients. How do the two counseling theories recognize how individuals change? What are the preferred counseling techniques or strategies of each theory and how are they implemented? In your opinion, what are the strengths and limitations of these theories?
  - a. Please include your Counseling Philosophy Statement.
3. Counseling Application (Case Scenario)
  - a. Choose one of the two dissimilar counseling theories you wrote about in Question 1 above. Apply one theory to the client case described in the scenario by developing a conceptualization (or interpretation) of the client and client's case from the lens or perspective of the theory you have selected.
  - b. Identify the Cultural Considerations you would have as a professional counselor, particularly when working with this client from the theory you have selected.
  - c. What Ethical Considerations in Counseling (e.g., ethical principles, specific ethical codes) stand out to you and why? What steps should a professional counselor take to address these ethical considerations?
4. What is the Current Research (within the last 10 years) that supports your preferred counseling theory (described in Question 1)? Please include the counterarguments or critique of this Research.
5. As you reflect on your time in Advanced Counseling Theories, please describe two examples of how two theories learned/reviewed in that course strengthened your conceptualization of how individuals/couples/families/groups change. Describe the advantages and disadvantages of taking Advanced Counseling Practicum at the doctoral program. How would you change the 2016 CACREP standards related to counseling practicum to strengthen student experiences?

#### **Counseling Question B: Same School of Thought & Disciplinary Action**

1. Select two theoretical approaches within the same school of thought from the following list: (a) psychoanalytic and psychodynamic, (b) cognitive behavioral, (c) existential/humanistic, and (d) social constructivist/postmodern. Compare and contrast the two theories by addressing each of the following:
  - a. Theoretical assumptions about health, development, and psychopathology
  - b. Necessary and sufficient conditions for therapeutic change
  - c. Intrapersonal (i.e., the counselor as a person and practitioner) and interpersonal (i.e., the counselor in relation to the client) expectations of the counselor
  - d. The counseling process
2. Counseling Application (Case Scenario)
  - a. Apply both theories to the case scenario, developing a conceptualization of the person who is the client. Be able to clearly identify theoretical similarities, conceptual and practical differences, as well as strengths and weaknesses of each theory as applied to the case.
  - b. In your conceptualization, address developmental, cultural, and contextual considerations for this client and how these are relevant to the client's background and presenting issues, therapeutic process, and plan for care/treatment.
  - c. Describe which of the two theories you would choose if you were to work with the client described in the

scenario. Provide a strong rationale for its applicability.

3. Current Research & Critique of this Research
  - a. Review the process and outcome research in the literature for both theories and highlight two strengths and limitations of each theory.
4. Reflection (Summative Evaluation)
  - a. Describe how your theoretical analysis and application has expanded since completing your master's program.

### **Counseling Question C: Theory and Model, Established and Emergent**

Five of the eight core areas in the current CACREP Standards require that all graduate students in an entry-level counseling program receive curricular content on theories and models. For example, core area 2. Social and Cultural Diversity, includes Standard b.: "theories and models of multicultural counseling, cultural identity development, and social justice and advocacy." For graduate students enrolled in the entry-level specialty area of Clinical Mental Health Counseling, CACREP requires curricular content specifically on "theories and models related to clinical mental health counseling" (Standard C.1.b.). This standard is in the first of three categories, the Foundations category, implying this content is foundational and a prerequisite – or at least a prelude – to Practice, the third category.

Given that theory is foundational in counselor education, respond to the following questions:

1. Define theory and explain its foundational nature in the counseling profession.
  - a. Identify and define at least three functions of theory.
  - b. In your response explain why theory is essential (and a prerequisite) to the practice of counseling.
  - c. Some in the helping professions have expressed the opinion that "the difference between a professional and a technician is the former's grasp, understanding, and use of theory in practice." Explain this distinction.
2. Distinguish between a *theory* and a *model*, as in "theories and models of counseling" (Standard 5.a., in core area 5.: Counseling and Helping Relationships.)
  - a. How are theory and model *similar*?
  - b. How are theory and model *different*?
  - c. What might explain the use of both terms, theory and model, in CACREP standards?
3. In the entry-level specialty area of Career Counseling, one CACREP standard is "emergent theories of career development and counseling" (Standard B.1.b.).
  - a. Explain the difference between what may be considered *established* theories of counseling and *emergent* theories of counseling.
  - b. When might an *emergent* theory of counseling become an *established* theory of counseling? What is the process involved?
  - c. Provide one example of an *established* theory of counseling and one example of an *emergent* theory of counseling. Describe the similarities and differences between the two.
4. Select one established or one emergent counseling theory to apply to (Case Scenario). Include the following in your response:
  - a. A comprehensive interpretation of (Case Scenario) from the lens or perspective of the theory you have selected. Explain your selection of this theory for (Case Scenario)
  - b. At least two ethical considerations, including at least one ethical principle and at least two relevant ethical codes related to the (Case Scenario).
  - c. At least two cultural considerations, informed by ACA-endorsed principles and practices.
  - d. Recommendations for (Case Scenario)'s care informed by and consistent with your selected theory.
5. Describe how your understanding and appreciation of counseling theory has evolved during your doctoral studies. Provide two examples.

### **CES Core Area II: Teaching**

**\*Advisors writing their own question in this area must adhere to this structure:**

1. Teaching Theory / Pedagogy / Andragogy Question
  - a. Teaching Philosophy Statement
2. Teaching Application (Case Scenario)



- a. Cultural Considerations in Teaching
- b. Ethical Considerations in Teaching
- 3. Current Research in Teaching & Critique of this Research
- 4. Reflection (Summative Evaluation) of how the student has engaged in Teaching over the course of their program

#### **Teaching Question A: Teaching Connections**

- 1. Describe a theory of pedagogy/andragogy with supporting literature about how learning occurs through this theoretical lens.
  - a. Include your teaching philosophy statement
- 2. Teaching Application (Case Scenario)
  - a. Address cultural considerations regarding you and the students and the students and their future clients.
  - b. Address ethical considerations regarding you and the students and the students and their future clients.
- 3. Summarize and critique the current research about the application of the pedagogical/andragogical approach described in Question A.1. and A.2 to counselor education and, if possible, specifically to:
  - a. Syllabus construction
  - b. teaching "COURSE",
  - c. cultural considerations in counseling and counselor education
  - d. ethical considerations in counseling and counselor education
- 4. Share your reflections about your own engagement over the course of your doctoral program with:
  - a. using this pedagogical/andragogical theory,
  - b. addressing cultural considerations while teaching counseling (in general – with or without this theory), and
  - c. addressing ethical considerations while teaching counseling (in general – with or without this theory).
  - d. How has your teaching philosophy has changed over the course of your doctoral program?

#### **Teaching Question B: Constructive Teaching**

- 1. Describe a theory of pedagogy/andragogy with supporting literature about how learning occurs through this theoretical lens.
  - a. Include your teaching philosophy statement
- 2. Teaching Application (Case Scenario)
  - a. What overall expectations would you have for students and how would you communicate them?
  - b. How would you schedule the content across the semester?
  - c. What methods of instruction would you employ?
  - d. How would you assess their learning?
  - e. Based on this case scenario, what ethical and cultural considerations do you need to address?
- 3. Summarize and critique the current research about the application of the pedagogical/andragogical approach described in the Case Scenario to counselor education and, if possible, specifically to:
  - a. teaching "Course",
  - b. cultural considerations in counseling and counselor education, and
  - c. ethical considerations in counseling and counselor education.
- 4. Share your reflections about your own engagement over the course of your doctoral program with:
  - a. using this pedagogical/andragogical theory,
  - b. soliciting and incorporating student feedback, and
  - c. addressing cultural and ethical considerations while teaching counseling (in general – with or without this theory).
  - d. Please include current research related to any critical incidents you have experienced in the classroom and provide a critique of the current research in that area.
  - e. What are you most proud of? What evidence have you used to gauge your success?
  - f. What do you most want to improve upon? Why?
  - g. What action steps will you take within the next year to accomplish 5.b. and using which resources?

#### **Teaching Question C: Student Concerns**

1. Describe your philosophy of teaching. Provide evidence that your philosophy is supported by scholarly counseling literature. In your description, discuss:
  - a. The roles and responsibilities of both counselor educators (as instructors) and master's counseling students (as learners)
  - b. Developmental considerations for adult learners
  - c. Cultural considerations with a diversity of students
  - d. Teaching methods consistent with your teaching philosophy
  - e. Evaluation strategies of students' learning consistent with your teaching philosophy
  - f. Remediation and gatekeeping strategies consistent with your teaching philosophy
2. Teaching Application (Case Scenario): Discuss how you would respond to STUDENT in this case scenario, including:
  - a. Your preparation to talk with STUDENT (e.g., who or what resources would you consult?)
  - b. Developmental considerations (e.g., how might you respond similarly or differently to STUDENT vs. a master's student in their counseling internship?)
  - c. Cultural considerations (e.g., how would you consider STUDENT's culture in your response to him?)
  - d. Ethical considerations (e.g., what guidance might you glean from the ACA Code of Ethics for responding to STUDENT?)
  - e. How you would initially present the concern to STUDENT about his apparent disengagement
  - f. Action you might take if, after responding to STUDENT, if he still appears to be disengaged

*For your responses to each of the application pieces listed in 2a-f, note how your responses are consistent with your teaching philosophy.*

3. Current Research & Critique of this Research
  - a. Discuss the current research (i.e., in the past 10 years) addressing instruction of students regarding cultural considerations. Also include:
    - i. What is missing in this research (e.g., what future research is needed)?
    - ii. Based on what is missing from the research, suggest one qualitative research question that would help fill in a gap ("what is missing" mentioned above) in the teaching literature related to counseling.
    - iii. Based on what is missing from the research, suggest one quantitative research question that would help fill in a gap ("what is missing" mentioned above) in the teaching literature related to counseling.
4. Reflection (summative evaluation) of how you have engaged in teaching over the course of your program, including:
  - a. Courses you taught or co-taught (your role if you co-taught)
  - b. Specific ways that you demonstrated your teaching philosophy in courses you taught/co-taught
  - c. One piece of your teaching philosophy that you'll retain because of what you learned from teaching during your doctoral program
  - d. One piece of your teaching philosophy that you'll change because of what you learned from teaching during your doctoral program
  - e. What else have you learned about yourself as a teacher during your doctoral program?

### **CES Core Area III: Supervision**

**\*Advisors writing their own question in this area must adhere to this structure**

1. Supervision Theory Question
  - a. Supervision Philosophy Statement
2. Supervision Application (Case Scenario)
  - a. Cultural Considerations in Supervision
  - b. Ethical Considerations in Supervision
3. Current Research in Supervision & Critique of this Research

4. Reflection (Summative Evaluation) of how the student has engaged in Supervision over the course of their program

**Supervision Question A: Private Practice and Trends in Supervision**

1. Identify TWO theories of supervision (NOT the Discrimination Model or the IDM). In your response, please include the following:
  - a. a brief scholarly description of each theory
  - b. a description of the supervisor roles, supervisee roles, and the supervisee/supervisor relationship for each theory
  - c. the strengths and limitations of each theory
  - d. specific ways you might evaluate the effectiveness of each theory
2. Application of Supervision (Case Study): This area of comprehensive exams is to provide you with the opportunity to demonstrate how you apply what you have learned about supervision throughout the program. Please read the following case study and respond to the statements below:
  - a. In your response, provide how you would handle this situation and cite accordingly scholarly literature to back up your actions.
    - i. Identify how you would handle this situation.
    - ii. Provide step-by-step procedures you would need to take in this situation.
    - iii. identify any cultural considerations
    - iv. identify any ethical concerns / considerations
3. Current Research in Supervision: Provide a summary of the current / trending scholarly literature in counselor supervision that has been published within the past 2-3 years. This section is intended to allow you the opportunity to demonstrate your depth of knowledge in the current literature and your ability to concisely synthesize and critique the scholarly literature in counselor supervision. It is the expectation that your response is thematic and not a description of articles one by one.
4. Summative Evaluation / Reflection: Provide a brief description of how you have engaged in supervision to date. In your description, please provide reflections on the following:
  - a. a description of your supervision experiences
  - b. a reflection on areas that have been identified as your strengths and limitations in supervision
  - c. a description of where you would like to see yourself as a supervisor in 10 years

**Supervision Question B: Oh, Supervisee!**

1. Describe your philosophy of supervision. Provide evidence that your philosophy is supported by scholarly counseling literature. In your description, discuss:
  - a. The theoretical framework/model you ascribe to as a supervisor
  - b. The roles and responsibilities of both counseling supervisors and counseling supervisees
  - c. Developmental considerations in supervision (e.g., for a beginning practicum student vs. a second semester practicum student vs. a second semester intern)
  - d. Cultural considerations when working with a diversity of supervisees
  - e. Supervision skills/methods consistent with your supervision philosophy
  - f. Evaluation strategies consistent with your supervision philosophy
  - g. Remediation and gatekeeping tasks consistent with your supervision philosophy
  - h. Compare and contrast your chosen framework/model to either Bernard's Discrimination Model or Stoltenberg's Integrated Developmental Model (choose only one), based on the points noted above (e.g., roles and responsibilities, etc.).
2. Supervision Application (Case Scenario)  
Discuss how you would respond to Supervisee in this Case Scenario, including:
  - a. Preparation before you talk with Supervisee (consultation and/or resources explored)
  - b. Cultural considerations (i.e., how would you consider Supervisee's culture in your response?)

- c. Ethical considerations (e.g., what guidance might you glean from the ACA Code of Ethics for responding to Supervisee?)
  - d. Developmental considerations (e.g., how might you respond similarly or differently to Supervisee vs. a master's student at the beginning of their first semester of practicum vs. a master's student in their counseling internship?)
  - e. Assuming you would talk with Supervisee about the incident after thinking through the above considerations:
    - i. How you would initially present the concern about the coffee shop incident to Supervisee?
    - ii. What supervision skills would you use in your discussion with Supervisee about this incident?
    - iii. What follow-up actions might you take with Supervisee (e.g., remediation)? Justify why you chose these actions and not others.
    - iv. For each of your three responses above (e.g., how you would initially approach Supervisee, etc.), note how your responses are consistent with your supervision philosophy.
  - f. How would you evaluate the successfulness of your intervention with Supervisee?
3. Discuss the current research (i.e., in the past 10 years) addressing supervision of students who have had ethical violations. Also discuss:
    - a. What is missing in this research (e.g., what future research is needed)?
    - b. Based on what is missing from the research, suggest one qualitative research question that would help fill in a gap ("what is missing" mentioned above) in the supervision literature related to counseling.
    - c. Based on what is missing from the research, suggest one quantitative research question that would help fill in a gap ("what is missing" mentioned above) in the supervision literature related to counseling.
  4. Reflection (summative evaluation) of how you have engaged in supervision over the course of your program, including:
    - a. Your experiences as a supervisor of both individual and group supervision
    - b. Specific ways you demonstrated your supervision philosophy during your experiences as a supervisor
    - c. One piece of your supervision philosophy that you'll retain because of what you learned from supervision during your doctoral program
    - d. One piece of your supervision philosophy that you'll change because of what you learned from supervising during your doctoral program
    - e. What else have you learned about yourself as a supervisor during your doctoral program?

### **Supervision Question C: Supervision of Practicum Students**

Clinical supervision is defined by Bernard and Goodyear (2019) as "an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of (1) enhancing the professional functioning of a more junior person(s), (2) monitoring the quality of professional services offered to the client(s) she, he, or they see(s), and (3) serving as a gatekeeper of those who are to enter the particular profession" (p. 9).

1. Define and describe at least two of the following three recognized clinical supervision models today: (a) Discrimination Model, (b) Integrated Developmental Model, and (c) Systems Approach to Supervision Model.
2. In your description of each supervision model selected, include how each model addresses the three simultaneous purposes of clinical supervision outlined by Bernard and Goodyear (2019). Specifically, how is each model distinct in its intentions and foci?
3. Select one of the models to your supervisory work with (Case Scenario). Describe and explain how this model is appropriate in your work with (Case Scenario). Include in your description and explanation:
  - a. at least two ethical considerations, referring specifically to the *ACA Code of Ethics* (2014), and
  - b. at least two cultural considerations, referring specifically to current ACA-endorsed principles, guidelines, and/or competencies of cultural humility and responsiveness.
4. Describe your evolution as a counseling supervisor during your doctoral studies. Include the following in your response:
  - a. How is your identity and practice as a counseling supervisor similar to and different from your identity and practice as a professional counselor? Explain and provide one example.
  - b. How is your preferred counseling theory different from and similar to the supervision theory or model you work

from as a counseling supervisor? Explain.

- c. How has the role and responsibility of “gatekeeper” become increasingly evident to you, particularly during your practice as a counseling supervisor under supervision (e.g., Practicum in Supervision)? Explain.

#### **CES Core Area IV: Leadership & Advocacy**

**\*Advisors writing their own question in this area must adhere to this structure:**

1. Leadership & Advocacy Theory
  - a. Leadership & Advocacy Philosophy Statement
2. Leadership & Advocacy Application (Case Scenario)
  - a. Cultural Considerations in Leadership & Advocacy
  - b. Ethical Considerations in Leadership & Advocacy
3. Current Research in Leadership and Advocacy & Critique of this Research
4. Reflection (Summative Evaluation) of how the student has engaged in Leadership & Advocacy over the course of their program

#### **Leadership & Advocacy Question A: Leadership in Current Times**

Advisors can include but are not limited to the following topics: the Counseling Compact, politics in the counseling profession, culturally responsive leadership, wellness through social justice advocacy, advocacy practices promoting student wellness, the role of counselor advocacy within models of integrated care, school counselor leadership for wellness, agency leadership for counselor and client wellness, criminal justice reforms and restorative justice, counseling advocacy for immigrants and refugees, self-care for social justice counselors, increasing the diversity pipeline for counselors and counselor educators, professional and legislative advocacy, and culturally responsive leadership practices in counseling.

1. Using one leadership theory you learned about in your Leadership and Advocacy course, apply how you would use that theory in addressing (TOPIC) in how it is affecting the work of counselors and the counseling profession. Why does this theory work best with this (TOPIC)? How do counselors and counselor educators advocate on behalf of the profession as it relates to (TOPIC)? How does (TOPIC) relate to Professional identity? How does this theory (and how doesn't this theory) align with your Leadership Philosophy?
2. Leadership & Advocacy Application (Case Scenario)
  - a. How can “Counseling Organization” support counselor education programs to ensure the integrity of the profession while also encouraging safe serve delivery within local communities during these times?
  - b. What cultural considerations does “Counseling Organization” need to consider related to the delivery of online, hybrid and in-person counseling?
  - c. What ethical considerations does “Counseling Organization” need to consider related to the delivery of online, hybrid and in-person counseling?
3. Review and describe the trends in current research (going back 5-7 years) on the (TOPIC) you discussed in question 1. What are the critiques of this research and what angle have researchers missed?
4. How have you engaged in Leadership and Advocacy over the course of your doctoral program? What types of visible/invisible leadership roles have you taken on? What do you wish you would have engaged with if there were not financial barriers or limits to time? How do you see yourself engaged in Leadership and Advocacy in counseling post PhD?

#### **Leadership & Advocacy Question B: Dilemmas All Around**

1. Philosophy Statement: Please clearly articulate your leadership philosophy based on your chosen leadership theory(s). You should extend your literature to include rigorous references when defining your personal leadership philosophy.
2. Application (Case Scenario)
  - a. Please respond to the attached scenario from the ‘voice’ of your leadership style and philosophy. How would you

resolve the (Case Scenario) dilemma?

b. Cultural Considerations in Leadership & Advocacy

- i. Include cultural considerations to include related to the individuals involved. Consider institutional oppression and how it may impact the decisions being made in this case.

c. Ethical Considerations in Leadership & Advocacy

- i. Discuss the leadership ethics involved in this case. Extend your discussion on ethics using rigorous sources.

3. Current Research & Critique of this Research

- a. Provide a discussion of the research on your applied leadership theory(s) and how that research supports your solution to the scenario, and/or might come in conflict with your solution for the scenario.

4. Reflection (Summative Evaluation) of how the student has engaged in Leadership & Advocacy over the course of their program

- a. During your time in the CES doctoral program, provide examples of how you have engaged your leadership style, philosophy, and theoretical orientation. Reflect on strengths and areas of future growth.

**Leadership & Advocacy Question C: A Proposal for Expansion**

1. Delineate the steps you would take in advocating (per your philosophy/model of advocacy) for clients who experience XXXXXXXX, for their need for services, and for yourself as the leader of this new expansion. Be sure to include your philosophy about advocacy and the model you would follow in your advocacy efforts.
2. Additionally, write a formal proposal for your expansion of the agency to provide services to the XXXXXXXX population. Include your leadership philosophy and a model of leadership you would follow for this expanded services area. Include in the proposal
  - Rationale for the services
    - Data used
  - Plan for providing the services
    - Personnel
    - Facilities
  - Recruitment of personnel
3. Please describe
  1. How you would conduct research to support the need for the service
  2. How you would conduct research to measure outcomes of the service
4. Finally, reflect on a time when you have done something similar.
  - a. What went well
  - b. What went poorly
  - c. What would you do differently if you were to do it again
5. If you haven't done something similar, what stopped you
  - What barriers did you face
    - i. Personal
    - ii. Professional
    - iii. Managerial
  - What steps would you take to overcome those barriers now, keeping in mind your advocacy and leadership philosophies and models.

**CES Core Area V: Research & Scholarship**

**\*Advisors writing their own question in this area must adhere to this structure:**

1. Qualitative & Quantitative Research Theory
  - a. Research Philosophy Statement
2. Research & Scholarship Application (Case Scenario)

- a. Cultural Considerations in Research & Scholarship
- b. Ethical Considerations in Research & Scholarship
- 3. Current Research on Research and Scholarship & Critique of this Research
- 4. Reflection (Summative Evaluation) of how the student has engaged in Research & Scholarship over the course of their program

**Research & Scholarship Question A: \_\_\_\_\_ Design in Counseling**

Advisors can choose the following topics but are not limited to: randomized controlled trials, quasi-experimental, instrument construction, meta-analysis, survey/descriptive, narrative, phenomenological, case study, grounded theory, ethnography, mixed methods, single case, action research, between groups, within-subjects, time series designs, process research, analogue research, outcome research and content analysis.

1. What are the key philosophical assumptions or underpinnings to the method? How do these assumptions or underpinnings connect (or not connect) to your research philosophy? What are the a) key characteristics of the methods and b) key questions or situations that might lead one to select this method? How might a researcher go about using the method? What are the key data collection and analysis procedures or considerations? What validity considerations are associated with this method? Overall, what are the method's greatest advantages and disadvantages?
2. Research Application (Case Scenario) What cultural considerations do you take in conducting research with this sample? What ethical considerations are there when conducting research with this sample?
3. Review three of the most recent ACA sponsored counseling articles utilizing this method. What were the elements of this article that stood out the most to you and why?
  - a. After critical analysis of the article, identify what you notice as limitations. These limitations should not be what the author identified in the manuscript but should be your unique thoughts and opinions.
  - b. What angle did the authors miss in this research? What would have made this article better? How would you have conducted this research differently?
4. Describe your engagement with Research and Scholarship over the course of the doctoral program. What has been most difficult for you? What seemed to resonate with you? How do you plan on engaging in research and scholarship in the future, given your future career plans?

**Research & Scholarship Question B: Student Experiences**

1. Write a research proposal for a study you would conduct to get at \_\_\_\_\_.
  - a. What research methodology would you use and why?
  - b. Please provide a Philosophical/Theoretical reason for your choice.
2. Include the following:
  - a. Rationale for the study
  - b. Research question/s
  - c. Research design
    - i. Specific methodology (e.g. grounded theory, regression, etc.)
    - ii. Description of participants (demographics)
    - iii. Recruitment of participants
      - 1) Where would you find them
      - 2) How would you contact them
      - 3) How would you avoid coercion
      - 4) What challenges do you anticipate in recruiting them
  - d. Data collection (per methodology)
    - i. What data would you collect
    - ii. How would you collect that data
    - iii. How would you protect the confidentiality of the participants
  - e. Data analysis



- i. What data analysis method would you use
    - ii. What steps would you take in the analysis
  - f. What delimitations are present in your study
  - g. Discuss issues of research quality (validity, reliability, trustworthiness, etc. – whichever are appropriate).
3. What cultural considerations would you address and how would you address those in this study?  
What ethical considerations would you address and how would you address those in this study?
  4. Given your extensive history as a student (k-12, undergrad, and graduate), how would these experiences affect your work as the researcher on this study? Include your most current research philosophy and describe how that aligns with your history of being a student.

### **Research & Scholarship Question C: Assessing Effectiveness through Research Methodologies**

1. Compare and contrast research methodology (qual/quant) for their appropriateness in evaluating effectiveness of an intervention.
  - a. Include your research philosophy and clearly identify how you evaluate effective research
2. Design a research study that evaluates the proposed counseling intervention (Case Study). Be sure to include the following:
  - a. Rationale for the study's design, with an explicit discussion on evaluating the intervention, and concerns expressed by your team members.
  - b. Address the concerns of both X and X from the case scenario as it relates to the development of a research study.
  - c. Explicitly state your research question(s), and/or supporting hypotheses
  - d. Detail the Methodology
    - i. Relevant measures or instruments to be used
      1. Steps to develop and implement a valid intervention evaluation (i.e., treatment integrity or fidelity)
      2. Plan for measuring (counseling specialty area)-related outcomes
    - ii. Sampling, and study procedures
  - e. Analytic plan
  - f. Anticipated results
3. Discuss the ethical, legal, multicultural, and social advocacy implications of your research described above.
4. Discuss your involvement with Research and Scholarship over the course of the doctoral program.  
What have you accomplished and what has yet to be done? How will you involve yourself in research and scholarship in the future, given your future career plans?

### **CES DOCTORAL DISSERTATION FORMATS**

CES Doctoral Students who have successfully completed their written and oral comprehensive exams move into the doctoral candidacy phase of their doctoral study as outlined in the [EHHS Graduate Student handbook](#). Doctoral candidates choose TWO dissertation directors from the CES program faculty to advise the doctoral dissertation. The TWO dissertation directors do not need to be the same faculty members as the student had during the advisory phase of their doctoral program. The CES Program faculty have unanimously agreed to allow candidates to choose the Traditional or Alternative Dissertation format. Please see page 33-35 of the EHHS Graduate Student handbook for further information.

Guidelines from the KSU CES PhD faculty for the Alternative Dissertation Format are as follows:

- The Alternative Dissertation Format for Quantitative Dissertations is clear within the EHHS Graduate Student handbook

#### Qualitative Dissertation Guidelines for Alternative Format

- Introduction should include the two research aims
- Journals should be chosen/discussed with advisors prior to proposal defense
- Journals should be National Journals (e.g., ACA sponsored journals or Qualitative journals such as *International Journal of Qualitative Studies in Education*)
- Both manuscripts need to be research based and reflect the two aims discussed in Introduction
  - One manuscript can be a meta-analysis
- Sample data analysis should be a part of the appendices – particularly if two separate methodologies are used
- Two IRBs may or may not be necessary per advisor recommendation

### PROFESSIONAL ORGANIZATIONS

The Counselor Education and Supervision (CES) Program is most closely identified with the American Counseling Association (ACA) and ACA divisions. The address for ACA is: American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 --- [www.counseling.org](http://www.counseling.org). The divisions of the ACA are:

- Association for Adult Development and Aging
- Association for Assessment and Research in Counseling
- Association for Child and Adolescent Counseling
- Association for Creativity in Counseling
- American College Counseling Association
- Association for Counselor Education & Supervision
- Association for Humanistic Counseling
- Association for Multicultural Counseling and Development
- American Rehabilitation Counseling Association
- Association for Spiritual, Ethical, & Religious Values in Counseling
- Association for Specialists in Group Work
- Counselors for Social Justice
- International Association of Addictions & Offender Counselors
- International Association of Marriage & Family Counselors
- Military and Government Counseling Association
- National Career Development Association
- National Employment Counseling Association
- Society for Sexual, Affectional, Intersex and Gender Expansive Identities

ACA's organizational affiliates include:

Association of Counseling Sexology and Sexual Wellness

International Association for Resilience and Trauma Counseling

Students are urged to join ACA as well as the state branch, the Ohio Counseling Association (OCA). Membership in these organizations is for the purpose of helping to establish the identity of a counselor. Students are also encouraged to join the Association for Counselor Education and Supervision (ACES), since this is the division most closely aligned with CES doctoral studies and students' future careers. Membership in these organizations will help students gain knowledge through professional journals, newsletters focusing on current trends, and announcements pertaining to upcoming events. Involvement in committee work in these organizations, submissions of manuscripts to ACA journals, and participation at related conferences are encouraged. Faculty members are pleased to talk with students about the possibility of becoming active in these organizations.

Students with an interest in school counseling may consider joining the American School Counseling Association (ASCA) and those with an interest in clinical mental health counseling may consider joining American Mental Health Counselors Association (AMHCA).

Chi Sigma Iota, Counseling Academic and Professional Honor Society International, has a chapter at Kent State University, Kappa Sigma Upsilon. The chapter sponsors professional development events, community service events, and social

activities. The chapter is open to students who have completed one full semester of full-time graduate course work in counseling and who maintain a 3.5 GPA. See the chapter faculty advisor for further details.

### **STUDENT GRIEVANCES AND ACADEMIC COMPLAINTS**

The University's policies and procedures which govern student grievances and student academic complaints are included in the University Policy Register ([www.kent.edu/policyreg](http://www.kent.edu/policyreg)).

### **STUDENT ACADEMIC MISCONDUCT**

The University's *Administrative policy regarding student cheating and plagiarism* is included in the University Policy Register (3-01.8).

### **UNLAWFUL GENDER DISCRIMINATION, GENDER/SEXUAL HARASSMENT, SEXUAL MISCONDUCT, STALKING & INTIMATE PARTNER VIOLENCE**

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking Kent State requires employees (including CES faculty, graduate assistants, part-time instructors, and staff) share this information with KSU's Title IX Coordinator or deputy coordinator, located within the Office of Equal Opportunity and Affirmative Action (EOAA). Someone from EOAA and/or the Sexual Relationship Violence Support Services (SRVSS) office will contact you to let you know about accommodations and support services as well as the University's grievance procedure. You are not required to speak with the EOAA or SRVSS Office or participate in the services offered by these departments.

If you do not want Title IX notified, instead of disclosing this information to your instructor or another CES employee, you can speak confidentially with the following people on campus and in the community.

Psychological Services at 330-672-2487 or Townhall II at 330-678-4357

They can connect you with support services and help explore your options now, or in the future. Students may also speak privately (without disclosing your name) to Sexual and Relationship Violence Support Services (SRVSS) 330-672-8016 [www.kent.edu/srvss](http://www.kent.edu/srvss) It should be noted that The Counseling Center at KSU is NOT an appropriate resource for counseling for CES students due to ethical concerns including, but not limited to dual relationships.

Additionally, The Ohio Revised Code (see <http://codes.ohio.gov/orc/2921.22v1>) requires all felony crimes, which includes most cases of sexual assault and some cases of intimate partner violence, to be reported to the appropriate law enforcement agency. Due to this law, university employees (with the exclusion of licensed counselors and unlicensed counselor trainees acting in their capacity as such) are required to report to the appropriate law enforcement agency information brought to their attention concerning such occurrences. Note that university employees include, but is not limited to all KSU faculty, graduate assistants, part-time instructors, and staff. CES faculty, graduate assistants, part time instructors and staff that are also licensed as counselors, who are the instructors of a class, are not acting in a counseling capacity.

### **CES PROGRAM POLICY REGARDING STUDENT CONCERNS, PERFORMANCE, AND/OR FUNCTIONING**

Graduate programs that prepare professional counselors have an obligation to protect the public and the profession. This obligation requires the CES Program to (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and wellbeing, interpersonal skills, professional development, and personal fitness for practice); and (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, professional, public, scholarly, supervisory, teaching) in an effective manner. Because of this commitment, the CES Program strives not to advance, recommend, or graduate students or trainees with demonstrable

problems (e.g., cognitive, emotional, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

This commitment obligates the CES Program faculty to continually assess the progress of each graduate student in a variety of academic and applied settings. The primary purpose of this assessment is to facilitate professional growth. To this end, students are reviewed at least once a year to evaluate their progress in the development as a professional, ethical counselor. Faculty members also may consult one another any time they have a concern about a student. Information that a student shares with a faculty member may be shared with other CES faculty members to decide how to assist the student with a concern, determine if a concern is evident in more than one venue (e.g., course), determine if remediation is needed, and so forth. At times, information a student shares with a faculty member may be shared with appropriate administrators, if faculty believe the administrators can help with the concern or should be informed of the concern.

It is important that there are regular contacts and close working relationships between graduate students and program faculty so that these guidelines can be implemented in a way that maximizes student growth and development.

The CES Program also recognizes that stressors are inherent in the work required during graduate school. During graduate school, higher academic expectation is frequently encountered. In addition, when clinical work begins (in any counseling setting) there is stress inherent in being a member of a helping profession. Further, supervision is more intensive, concentrated, and frequent during the graduate program, which may increase the student's sense of personal and professional vulnerability.

Because graduate students make significant transitions during their graduate training and may need special assistance during this time, it is the responsibility of the CES Program to provide recommendations and opportunities that may facilitate growth and minimize stress. Such measures include, but are not limited to: orientation meetings, advising, clear and realistic expectations, clear and timely evaluations that may result in suggestions for positive change, and contact with supportive individuals (e.g., supervisors).

**Retention Standards:** The CES Program requires the following for students to maintain good academic standing in the program:

1. Because licensure as a counselor requires a background check and documented absence of potentially relevant legal difficulties, retention in the program requires that students have no record of such difficulties.
2. Students must maintain a minimum of 3.0 average in all academic work completed.
3. Students who earn a grade of "C+" (or lower) or a grade of "U" in any course listed on their prospectus will be required to meet with their advisor to evaluate the impact of that performance on the overall course of study and to identify an appropriate response, which may include a faculty-approved remedial plan to develop and demonstrate mastery of essential competencies.

Coursework includes both academic and skill-related training. In addition to traditional academic and skill related growth in graduate professional training, professional growth is critical for future effective functioning as a counselor. The following exemplars illustrate professional dispositions that are considered critical for adequate progress and performance in the program. Professionally related interpersonal/professional skills included the following:

- Ethics
  - Demonstration of knowledge/application of ACA or ASCA Ethical Guidelines.
  - Demonstration of knowledge/application of other statutes regulating professional practice (e.g., licensure and legal regulations).
  - Demonstration of concern for client welfare.
  - Demonstration of appropriate client-counselor relationships.
- Professional Deportment
  - Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by practica, internship, and other field-based partners to be appropriate for educational settings.
  - Appropriate involvement in professional development activities (e.g., professional associations)
  - Appropriate interaction with peers, colleagues, staff, trainees, etc.

- Awareness of impact on colleagues (faculty and students).
  - Completion of assigned tasks in a timely fashion and in an acceptable format.
- Sensitivity to Client Issues. Acknowledgment and effective interactions with:
  - Clients of any age
  - Parents or family members of clients
  - Professionals in the field and at the worksite
  - Sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds (including differences in SES, gender, disability, sexual orientation, race, etc.)
- Use of Supervision
  - Appropriate preparation.
  - Accepts responsibility for learning.
  - Openness to feedback/suggestions.
  - Application of learning to practice.
  - Willingness to self-disclose and/or explore a personal issue which affects professional functioning.
  - Appropriately self-reliant.
  - Appropriately self-critical.
- Other Training Issues
  - Effective management of personal stress.
  - Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.
  - Formulation of realistic professional goals for self.
  - Appropriate self-initiated professional development (e.g., self-initiated study).

**Definition of Impairment:** For purposes of this document, impairment is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: An inability and/or unwillingness...

- to acquire and integrate professional standards into one's repertoire of professional behavior,
- to acquire professional skills in order to reach an acceptance level of competency, and/or
- to control personal stress, and/or cognitive, behavioral, and/or emotional reactions which interfere with professional functioning.

It is a professional judgment as to when a graduate student's behavior becomes severe enough to be considered impaired rather than just problematic. For purposes of this document a problem refers to a trainee's behavior, which, while of concern and requiring redemption, is perceived not to be unexpected nor excessive for professionals in training. Problems become identified as impairments when they include one or more of the following characteristics:

- the student does not acknowledge, understand, or address the problem when it is identified,
- the problem is not merely a reflection of a skill-deficit which can be reflected by academic or didactic training,
- the quality of services delivered by the student is sufficiently negatively affected,
- a disproportionate amount of attention by training personnel is required, and/or,
- the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

**Due Process:** Due process ensures that decisions made by program faculty about graduate students are not arbitrary or personally biased, requires that programs identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the student so he/she may challenge the program's action. General due process guidelines include:

- presenting graduate students, in writing, with the program's expectations related to professional functioning;
- stipulating the procedures for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals);
- instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies (see *Evaluation Procedures and Timelines Regarding Due Process*);
- providing written procedures to the graduate student which describes how the graduate student may appeal the program's action;

- ensuring that the graduate student has sufficient time to respond to any action taken by the program;
- considering possible input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance, and;
- documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

### ***Evaluation Procedures and Time Lines Regarding Due Process***

In addition to the grades and in-course evaluations students receive as part of all courses, all students in the CES Program are evaluated each semester by the CES faculty and KPI data is examined each semester. These evaluations involve all members of the CHSD faculty. If a significant concern about a student's performance or functioning is identified, the following procedures will be implemented:

- The student will be formally notified of the specific problem areas noted by the faculty.
- Unless the problems are severe enough to warrant a forced withdrawal, a plan to remedy the problem will be developed by the CES faculty. This plan will, as much as possible, define the student's problem(s), identify the expected behavior or attitude, specify possible methods that could be used to reach those goals, and designate a date for goal attainment and/or re-evaluation. During this remedial period, the student is on programmatic-probation. If the student chooses not to accept the remedial plan, he/she will be automatically dismissed from the program.
- At the time of re-evaluation, four options exist for the CES faculty:
  1. a decision that the specified concerns no longer present a significant problem, and the student is allowed to continue in the program.
  2. continued probation and remediation, an updated remedial plan, and a date set for another re-evaluation.
  3. recommending to the student that he/she leave the program.
  4. recommendation of formal dismissal from the program to the Associate Dean of Administrative Affairs and Graduate Education

Typically, non-academic concerns arise during practica and internship. Therefore, specific guidelines have been established for such times in a student's program. Frequent feedback is provided on a case-by-case basis to students enrolled in practica and internship by on-site and faculty supervisors.

Additional procedures have been developed for continued evaluation/feedback during the practica and internship. These include:

- Written internship logs, prepared by the intern, signed by the intern supervisor, and forwarded to the university supervisor every week during internship
- Visits and / or telephone contact with the internship site at least once each semester by the course instructor or CES faculty member. These visits include consultation with the internship supervisor and with the intern
- A written mid-term evaluation and final semester evaluation from the student's supervisor to the course instructor (in some situations this may be the same person) during practica and internship.
- Possible periodic telephone conferences between the supervisors and course instructor interspersed between site visits.
- In the final evaluation in practica, the practica supervisor makes a recommendation regarding the endorsement of the student for internship.
- In the final evaluation in internship, the intern supervisor makes a recommendation regarding the endorsement of the intern for certification/licensure.

If there is to be conditional endorsement or no endorsement, the student and instructor would generally be aware of these concerns at least one month prior to the submission of the final report, unless in circumstances where this is not possible due to violations of ethical and professional conduct occurring late in practica or internship. If the course instructor and CES faculty concur with the supervisor's recommendation to deny moving to internship or potential licensure, and the student is in disagreement, appeal procedures as specified in this document and other university regulations may be initiated by the student.

***Remediation Considerations:*** It is important to have meaningful ways to address impairment once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remedy impairments include, but are not limited

to:

- increasing supervision, either with the same or other supervisors, increasing field work experience,
- changing the format and/or emphasis of supervision,
- recommending and/or requiring personal counseling in a way that all parties involved have clarified the manner in which counseling contacts will be used in the graduate student's progress,
- reducing the graduate trainee's clinical or other workload and/or requiring a specific academic coursework, and/or
- recommending, when appropriate, a leave of absence and/or repeating a particular experience (e.g., practicum).

When a combination of the above interventions do not, after a reasonable time period, rectify the impairment, or when the trainee seems unable or unwilling to alter his/her behavior, the training program may take more formal action, including recommending dismissal from the program.

**Procedures for Dismissal from the Program:** If at any time during the course of the graduate program, concerns about performance and functioning are judged to be severe enough to warrant dismissal from the program, the Program Coordinator will notify the student of this decision in writing. The student will be given 14 days to prepare a response to the notification of dismissal and have the opportunity to request a formal review of the recommendation for dismissal from the School Director in which the program is housed. The following procedure will be followed in carrying out this review:

- Upon notification of a request for formal review, the School Director will charge a Review Panel, comprised of three faculty members from outside the program area. One of the three faculty members will be designated by the School Director as the convener of the Review Panel.
- The Review Panel will review evidence provided by the program and the student related to the program's recommendation for dismissal and forward a written recommendation for disposition to the School Director, the Program Coordinator, and the student within five days of their deliberations. As part of their review, the Review Panel may request clarification or further information from either the student or the Program Coordinator. The student and/or Program Coordinator may request to meet with the Review Panel as part of this process.
- The student may submit a written response to the Review Panel's recommendation to the School Director within 5 days of receipt of their determination.
- The School Director will consider the Review Panel's recommendation and any response by the student and make a determination for disposition within 10 days of their determination. This disposition may uphold or reverse the program's recommendation for dismissal. The School Director will notify the student and the Program Coordinator of the disposition.
- The student may appeal the decision for dismissal from the Director to the Associate Dean of Administrative Affairs and Graduate Education within 5 days of receipt of notification of the decision. This represents the final step in the appeal process.

Taken in part from the KSU School Psychology Program. Established November 2009 into the CES Program

**DEFINING AND AVOIDING CHEATING / PLAGIARISM**  
**(Modified for all CES Students from the Department of Counselor Education and School Psychology; The University of Toledo)**

This document was developed to help students understand what constitutes cheating and plagiarism and also to help students avoid such actions. In your coursework, you will frequently be asked to write papers or give presentations in which you will be drawing upon the literature in our profession; understanding and discussing the ideas of others is vital to professional academic work. Professional behavior must also reflect the knowledge of when and how to give credit to others, and this document will give you some guidelines for doing so. The CES faculty wants to hear your ideas and evaluate your knowledge in an ethical and appropriate manner.

***Defining Cheating and Plagiarism***

This document is an expansion of the information found in the *APA Manual* (APA, 2009) and *The Kent State University*



*Official Policy Register* (Kent State University, n.d.). In this document, “plagiarism” or “cheating” are given as examples of academic dishonesty that require sanction. The KSU Official Policy Register defines “cheating” as the following:

"Cheat" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. As defined, cheating includes, but is not limited to: (a) obtaining or retaining partial or whole copies of examination, tests or quizzes before these are distributed for student use; (b) using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted; (c) obtaining confidential information about examinations, tests or quizzes other than that released by the instructor; (d) securing, giving or exchanging information during examinations; (e) presenting data or other material gathered by another person or group as one's own; (f) falsifying experimental data or information; (g) Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor; (h) cooperating with another to do one or more of the above; (i) using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented; and (j) presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work. (policy 3342-3-01.8)

Cheating is considered to be unethical by Kent State University. However, overtly cheating (e.g., looking off another student's test) is what is of consequence to the university. Cheating oneself from an educational experience (e.g., only skimming a chapter rather than thoroughly reading it) is also of concern to the CES program and the counseling profession at large. The KSU Official Policy Register defines “plagiarism” as the following:

"Plagiarize" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. As defined, plagiarize includes, but is not limited to: (a) the copying of words, sentences and paragraphs directly from the work of another without proper credit; (b) the copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings, of another without proper credit; and (c) the presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers. (policy 3342-3-01.8)

Plagiarism is unethical behavior; The American Counseling Association Code of Ethics states in Section G.5.b. that “Counselors do not plagiarize; that is, they do not present another person’s work as their own work” (ACA, 2005, p. 18). Plagiarism can be very obvious, such as when a student copies someone else’s paper for a class assignment or copies information from a website without appropriate citation. It can also be subtler, such as paraphrasing someone’s words or ideas without properly citing the source. The examples contained in this document are intended to help students understand both the obvious and the more subtle forms of plagiarism, and to give students information about how to avoid committing plagiarism.

**Avoiding Cheating:** Cheating can obviously be avoided by just not doing it. However, the temptation for cheating arises when grades can be improved or failure can be avoided. Cheating, if not caught, can have benefits in grades. However, students cheat themselves out of available resources and ultimately cheat their clients out of the best services. Thorough preparation of assignments and readings along with utilizing instructors and the KSU writing center may help in avoiding the need to cheat.

**Avoiding Plagiarism:** If you are using another’s words or ideas in a paper, manuscript, presentation, and so forth, you must acknowledge the source of the words/ideas. If you want to incorporate another person's ideas in your own writing you must either put the idea in your own words or use direct quotes. And, no matter whether you use quotes or paraphrasing, you must acknowledge the original source by properly citing the original author. (Western Washington University, n.d., p. 2).

To avoid plagiarism, you must give credit whenever you use [1] another person’s ideas, opinion, or theory; [2] any facts,

statistics, graphs, drawings – any pieces of information – that are not common knowledge; [3] quotations of another person’s actual spoken or written words; or [4] paraphrase of another person’s spoken or written word. (Indiana University, n.d., ¶12)

**Examples of Plagiarism and Appropriate Citations:** The following examples demonstrate proper and improper citations; for more information on appropriate citations and the use of quotations, refer to the *APA Manual* (APA, 2009). Here are two direct quotes from a recent article that we will use to illustrate examples of plagiarism and proper paraphrasing. Note the first is a block quote because it is over 40 words.

On the basis of the current study and similar studies, it is clear that the need for systematic, comprehensive coverage of substance abuse issues in counselor preparation has been well established. The most appropriate method for providing this training has yet to be determined. Future research could address the feasibility of the three methods presented in this article for including substance abuse training in CACREP standards. (Salyers, Ritchie, Luellen, & Roseman, 2005, p. 41).

“The majority of respondents rated the inclusion of substance abuse training in counselor education as important, and a majority (84.5%) reported that they offered substance abuse courses” (Salyers, Ritchie, Luellen, & Roseman, 2005, p. 37).

For any citation that you include in your text, also include a full reference in your reference list at the end of the paper. For example: Salyers, K.M., Ritchie, M.H., Luellen, W.S., & Roseman, C.P. (2005). Inclusion of substance abuse training in CACREP-accredited programs. *Counselor Education and Supervision*, 45, 30-42.

**Direct Copying:** Directly copying another person’s words without citation is an obvious example of plagiarism. It is improper to directly quote a paragraph, a sentence, or even a key phrase without citing the source.

**Plagiarism:** It is clear that the need for systematic, comprehensive coverage of substance abuse issues in counselor preparation has been well established. You may use another person’s words allowing that you properly cite them. For example, a proper citation for the above would be: “. . . it is clear that the need for systematic, comprehensive coverage of substance abuse issues in counselor preparation has been well established” (Salyers, Ritchie, Luellen, & Roseman, 2005, p. 41).

**Improperly Paraphrasing:** Instead of directly quoting a passage you may wish to paraphrase an idea or passage using your own words. If you use exact words or phrases from the original source it is still plagiarism. You cannot simply replace a few words in a passage. It is plagiarism to cut and paste sentences or paragraphs from articles and change a few words.

**Plagiarism:** On the basis of several studies, clearly there is a need for systematic, comprehensive coverage of substance abuse issues in counselor preparation. In the above example, the original sentence was used almost in its entirety with only the beginning clause changed and the ending changed. This constitutes plagiarism, as does the lack of citation of the source.

**Plagiarism:** According to current studies, there is a need for systematic, comprehensive coverage of substance abuse issues in counselor training, but the best method for providing this training has yet to be found (Salyers, Ritchie, Luellen, & Roseman, 2005). In this example, the paraphrased passage is attributed to the source, but it still uses original passages and mere substitution of words and, thus, is still plagiarism. It should either be completely restated in your own words, or quoted directly from the original and properly cited.

**Plagiarism:** The inclusion of training for addictions counseling is vital within counselor education curricula according to current research. This example appropriately paraphrases (puts the original in other words), but neglects to cite the source.

**Properly cited:** The inclusion of training for addictions counseling is vital within counselor education curricula according to current research (Salyers et al., 2005).

**Properly cited:** The inclusion of “systematic, comprehensive coverage” of addictions counseling is vital within counselor

education curricula according to current research (Salyers et al., 2005, p. 41). It is proper to include exact passages if they are identified by quotation marks and properly cited which includes citing the page for the direct quote.

**What needs to be cited?** Any fact, idea, or research finding that is not common knowledge needs to be properly cited. Facts that are readily available for verification (e.g., the capital of Canada is Ottawa) do not need a citation. If you are unsure of whether something is common knowledge it is a good idea to cite the source where you found it.

**Plagiarism:** Most counselor education programs offer substance abuse courses. This is not common knowledge, but is the finding of a recently published survey of counselor education programs. The proper way to cite this is:

**Properly cited:** Most counselor education programs offer substance abuse courses (Salyers, Ritchie, Luellen, & Roseman, 2005, p. 37).

**Does not require a citation:** The Kent State University, Counselor Education and Supervision Program offers CACREP-accredited programs in Clinical Mental Health Counseling, School Counseling, Rehabilitation Counseling, and doctoral-level Counselor Education. Patricia Arredondo was president of ACA in 2005-2006. The Kent State University's School Counseling program is approved by the Ohio Department of Education. These facts may not be known by everyone, but in all three cases the information is generally accessible to the public and not the result of a specific study or publication.

**Consequences of Plagiarism:** Students are expected to behave in a responsible and professional manner while functioning in classes. Failure to conform one's behavior to acceptable standards of practice (e.g., avoidance of plagiarism) shall be considered cause for dismissal from the department and possibly from the university.

**Acknowledgements** The format/structure of this document was adapted in part from statements about plagiarism on the websites of Indiana University, Western Washington University Department of Sociology, and the University of Toledo's Department of Counselor Education and School Psychology. Most of the examples and much of the wording was taken from the University of Toledo's CESP website, with their permission.

### References

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- Western Washington University, Department of Sociology. (n.d.). *The student's guide to avoiding plagiarism*. Retrieved June 15, 2008, from <http://www.wvu.edu/depts/soc/plagiarism.PDF>.

The above is in addition to Kent State University's plagiarism policy. Refer to <https://www.kent.edu/plagiarism>

### ACADEMIC AND PERSONAL RESOURCES

The University, the City of Kent, and northeastern Ohio offer many academic, personal, and cultural resources to students. Following is a description of some of the academic and personal resources.

**Program.** Counselor Education and Supervision occupies 8,500 square feet of classrooms, study rooms, practicum facilities, offices, and service areas, all housed together as one unit on the Kent campus. We are also associated with the Counseling Center – Room 325, an on-campus practicum facility for counseling. Eight group, family and individual rooms are maintained. The Counseling Center has facilities for live observation and audio/video recording and playback.

**The University.** Kent State University is a publicly supported center of undergraduate and graduate education located in northeastern Ohio in the large urban triangle that includes Cleveland, Akron, Canton, and Youngstown. The University has been designated a Doctoral Research University-Extensive by the Carnegie Foundation for the Advancement of Teaching.

The Kent Campus of KSU includes 2,466 acres. The focal point of the 105-building campus is the University Center with its plaza, 12 story open-stack library, and Student Center. The University library is a member of the Association of Research Libraries, it has continuing subscriptions to many of the journals directly related to counseling, and it is a member of Ohio LINK which provides cooperative resource sharing through online circulation of materials (see <https://www.library.kent.edu/>). Special transportation services and accessible facilities open the campus to individuals with disabilities.

Student Accessibility Services provides assistance to students with varying degrees and types of disabilities in order to maximize educational opportunity and academic potential (see <https://www.kent.edu/sas>). Special transportation services and accessible facilities open the campus to individuals with disabilities.

Kent State's Recreational Services offers many recreational, athletic, and wellness-enhancing opportunities for students and the greater Kent community (see <https://www.kent.edu/recservices>). Many of these activities occur at the Student Recreation and Wellness Center, as well as other locations on campus. A full range of cultural activities is also available to students (see <https://www.kent.edu/calendars>).

Kent State University's Student Ombuds (<https://www.kent.edu/studentaffairs/ombuds-main-content>) is available to assist students. As noted at their website, "The primary goal of the Office of the Student Ombuds is to provide students confidential consultation in assisting with the possible resolution of any university-related concern, grievance or appeal."

Go to <https://www.kent.edu/studentaffairs/student-services> to see other available student resources on campus.

**Bureau of Research Training and Services (BRTS):** Graduate students involved in research may use the services of the BRTS.

The Bureau is located on the 5<sup>th</sup> floor of White Hall, room 507. (Accessible on the east side of the building.) For more information call 330-672- 7918.

Services include:

- Provides research consultation.
- Provides assistance in program evaluation.
- Provides statistical consultation and analysis.
- Transcription and data entry of quantitative and qualitative data.
- Assistance with survey development and implementation.

#### **Counselor Education and Supervision/ documents:**

Website: <https://www.kent.edu/ehhs/ides/ces/documents>

- Provides a list of forms you will need to utilize throughout the course of your doctoral program.
- Examples of documents include practicum and doctoral log sheets, a plan of study form, and the doctoral student manual.

**Instructional Resource Center:** IRC services are available through the desk in room 221 White Hall. If you need to make equipment reservations, put items on reserve, purchase supplies, get state and/or federal fingerprints, make color copies, print posters, or any other IRC services, please call 672-2256 or come to room 221.

Instructional Resource Center  
221 White Hall  
(330) 672-2353  
[ircehhs@kent.edu](mailto:ircehhs@kent.edu)  
<http://www.kent.edu/ehhs/centers/irc/>

Services:  
Fingerprinting  
Background checks  
Printing/copying (Color & B/W)  
Poster Printing  
Lamination

Spine Binding  
Computer Lab Facility  
Technology Workshops  
Digital Fax/Scanning  
Video Dubbing  
Equipment borrowing  
Equipment for sale (e.g., CDs)

**EHHS Office of the Dean:**

Website: <https://www.kent.edu/ehhs/offices/dean>

Phone number: 330-672-2202

E-mail: [ehhsdean@kent.edu](mailto:ehhsdean@kent.edu)

**EHHS/ Scholarship:**

Website: <https://www.kent.edu/ehhs/ehhs-scholarship-application>

Phone number: 330-672-0201

Contact: Laura Taylor ([letaylor@kent.edu](mailto:letaylor@kent.edu))

- Provides scholarship opportunities throughout the year.

**Food 4 Thought Cybe Café (White Hall)**

Our flagship location offers coffees, teas, bagels, salads, wraps, smoothies, flatbreads, flatbread pizzas and a variety of other healthy refueling options. A computer bank and ample seating make the original Food 4 Thought a great on-campus place to study or discuss.

Hours of operation: Monday- Thursday: 8:00 AM-8:00 PM, Friday: 8:00 AM-3:30 PM

**Graduate Student Senate (GSS):** The University also has a Graduate Student Senate, which performs a similar function at the campus-wide level. LDES has a representative on the Graduate Student Senate.

**Lifespan Development and Educational Sciences (LDES):**

Website: <http://www.kent.edu/ehhs/lides>

Phone number: 330-672-2294

- Office of the staff member who processes GA applications and appointment forms
- Office of the LDES School Director, Dr. Mary Dellman-Jenkins

**Mental Health Services:**

Students in need of personal counseling are encouraged to use the University Psychological Services (UPS; <https://www.kent.edu/psych>). UPS is located in the DeWeese Health Center on campus. To make further inquiries call 330-672-2487. Below are other community-based mental health agencies in the area. University Psychological Services (or a CES faculty member) could help with additional referrals.

**Coleman Professional Services**

Provides mental health and addiction services for adults and children including 24 /7 crisis stabilization.

(330) 673-1347

[www.coleman-professional.com](http://www.coleman-professional.com)

**Townhall II**

Offer's 24/7 crisis helpline, counseling for youth and adults with substance use disorders and mental health disorders.

(330) 678-3006

[www.townhall2.com](http://www.townhall2.com)

**University of Akron: Clinic for Individual and Family Counseling**

Provides mental health services to Kent State University Counseling, Education, and Supervision graduate

students for free, under dual partnership.  
(330) 972-6822  
<https://www.uakron.edu/cifc/index.dot>

#### **CONTACT INFORMATION**

As a faculty we believe the preparation of fellow professionals is our primary function. We seek to provide conscientious faculty mentorship in areas of our expertise. We believe our own involvements in research and scholarly activities, teaching, and professional contributions are critical to your growth, to the development of society, as well as to the development of the profession and to our own vitality. Please feel free to make inquiry. Additional information about the program, admission requirements and processes may be obtained from:

**Cassie Storlie PhD, LPCC-S, NCC, CES Doctoral Program Coordinator**  
**310 White Hall, Kent State University, Kent, OH 44242**  
**(330) 672-0693/ [cstorlie@kent.edu](mailto:cstorlie@kent.edu)**

The Graduate School Catalog and academic policies are available at <http://catalog.kent.edu/> and general information are available from: Director of Graduate Education, 418 White Hall, Kent State University, Kent, Ohio 44242, (330) 672-2576

Consult EHHS' Office of Graduate Studies (<https://www.kent.edu/ehhs/ogs>) to obtain the EHHS Graduate Handbook. Please note you are responsible for knowing the information contained in this handbook, including information about the advisory/coursework and dissertation phases of EHHS doctoral program. This website also contains important forms that you will need during your Ph.D. program.

Consult the CES website (<https://www.kent.edu/ehhs/ides/ces>) for specific information about the CES Ph.D. program (e.g., Plan of Study, etc.).