DIVISION OF THEORETICAL AND BEHAVIORAL FOUNDATIONS

COUNSELOR EDUCATION

DOCTORAL PROGRAM

BROCHURE

- 1 -

rev. 12/9/11
INTRODUCTION

The Counselor Education program at Wayne State University offers both a Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) in Counseling degree. This program is intended to prepare counselor educators, supervisors and advanced practitioners for professional leadership roles in counselor education and supervision. It includes skills related to advanced counseling practice, consultation services, and research expected of doctoral graduates in both academic and clinical settings. The doctoral program's primary obligation is to extend the knowledge and skill bases of the counseling profession. Doctoral study utilizes a climate of scholarly inquiry to promote this extension of skills and knowledge.

Doctoral study is not an entry level program, but builds on a Masters-level preparation in counseling. Students admitted to doctoral studies must satisfy entry-level standards as defined in the prerequisites section herein before beginning advanced level course work.

The Doctor of Education (Ed.D.) consists of advanced courses designed for those persons who wish to become directors of guidance or pupil personnel programs, or coordinators or consultants in guidance and counseling programs in K-12 and intermediate school districts. The Ed.D. provides opportunities to improve skills and competencies as school counselors in counseling, program development, career development, consultation, research, and supervision of counseling.

The Doctor of Philosophy (Ph.D.) is generally required for those intending to teach, conduct research, or provide counseling services in universities and colleges. In addition, those desiring counseling positions in governmental or community agencies, etc. may require advanced training in counseling theory and practice, consultation, scholarly research, and supervision of counselors.

In keeping with the urban mission of the University, the Counselor Education (CED) Doctoral program in Counseling is an educational experience that is designed to help students become facilitative counselors and educators who are reflective, innovative professionals committed and competent to help clients, colleagues, and themselves acquire knowledge, skills and understandings necessary to participate in and contribute to the quality of life in a complex, changing urban society.

PROGRAM OBJECTIVES

The purpose of the doctoral level program in counselor education is to prepare students to assume positions of leadership that reflect advanced training in the counseling profession. Advanced graduate degrees are conferred not merely upon the completion of a prescribed number of courses, but rather in recognition of outstanding ability and high attainment in course work, internship, examinations, research, and scholarly writing.
Advanced preparation in the following content areas is required:

a. theory pertaining to the principles and practice of counseling, group work, and consultation;

b. theory and practice of counselor supervision;

c. instructional theory and methods relevant to counselor education;

d. design and implementation of quantitative and qualitative research and methodology including but not limited to multivariate, multiple regression, and single case;

e. models and methods of appraisal;

f. ethical and legal issues in counselor education and supervision; and

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

**SPECIFIC OBJECTIVES**

Students completing the doctoral program in counseling should be able to demonstrate advanced competence in the following skill areas:

1. Counseling
   
a. advanced knowledge of individual, group, and career counseling theories and techniques including an understanding of the historical, philosophical, social, psychological, cultural, economic, and political implications of the counseling profession.

   b. expertise in the application of counseling theories and techniques that contribute to clients' change as a result of the counseling relationship.

   c. increased sensitivity to the effects of culture, ethnicity, gender, age, religious preference, physical disability, intellectual ability, sexual orientation, and socioeconomic issues that influence human growth and development.

2. Clinical Supervision
   
a. advanced knowledge of theories and techniques germane to counselor education and supervision.

   b. demonstrate a reflective and congruent model of supervision, which focuses
on personal and professional growth including theory and process orientation, skill development, and treatment planning.

c. understanding of supervision standards for counseling and related human services specialties.

3. Academic and Clinical Instruction

a. increased knowledge of current issues, fundamentals, and practices in curriculum and program development for higher education and human services settings.

b. expertise in designing, planning, and implementing instructional materials and techniques relevant to higher education and human services settings.

c. demonstrate a familiarity with the conceptions, issues, and problems of fundamental management and human relations principles inherent in human services and higher education settings by establishing an effective organizational culture and identity.

4. Leadership Activities

a. advanced knowledge and application of technical skills related to managing students and staff in educational and human services settings.

b. expertise in planning, organizing, and presenting professional programs and/or seminars either independently or conjointly with faculty.

c. understanding of the structures and operations of professional organizations, credentialing mechanisms, training standards, and interpretation and application of the legal requirements and ethical codes related to the practice of counseling and supervision.

5. Consultation Services

a. advanced knowledge of consultation concepts and practices specific to human services and higher education settings.

b. ability to distinguish among the theories, models, and processes of: consultation, organizational development, decision making, and conflict resolution, and implement their application as needed to create and maintain consultation relationships, goals, and desired behavior change.

c. expertise in explaining such topics as human relationships, group dynamics, human development, and psychological principles applicable to home, school, business, and community settings.
6. Assessment and Evaluation

   a. advanced knowledge of theories and techniques of assessment including
   
   b. appropriate selection criteria and methods for assessment of client concerns.
   
   c. articulate a conceptual framework for needs assessment in order to design, implement, and evaluate counseling and/or mental health care programs and systems.
   
   d. demonstrate the ability to apply theories and principles of accountability to human resource and program evaluation.

7. Scholarly Research

   a. increased knowledge and understanding of research design, statistical concepts, and data analysis procedures, which include computer literacy.
   
   b. ability to examine, synthesize and analyze current issues in counseling and counselor education.
   
   c. expertise in planning, organizing, conducting and publishing scholarly research applicable to the counseling profession either independently or conjointly with faculty.

Current objectives of the program are reflected in the course requirements as dictated by national accreditation standards and state licensure requirements. Through course work and internship students are expected to satisfy overall program objectives and specific course objectives.

**DOCTORAL ADMISSION CRITERIA AND PROCEDURES**

In addition to either an honor point average of 3.5 or above in the Masters degree or an honor point average of 3.35 or above in the Masters degree and an honor point average of 3.75 in the CED Education Specialist Certificate program, Counselor Education Doctoral program admission criteria includes consideration of the following:

1. academic aptitude for doctoral-level study;
2. previous professional experience;
3. demonstrated counseling skills;
4. effective verbal and written communication skills;
5. adequate knowledge of counseling concepts and writers;
6. commitment to counseling field;
7. potential for facilitating psychological and emotional health and growth as evidenced by the ability to maintain facilitative relationships, personal stability, and ethical and legal behavior; and
8. potential for professional leadership.

Application Dates

The University Office of Admissions, located in the Welcome Center at 42 West Warren, phone number (313) 577-3577, will make every effort to process applications in time for the semester of the applicant’s choice. Applications are reviewed by the Division of Academic Services, College of Education, Room 489, to ensure that they are complete and are then forwarded to the Counselor Education program for consideration.

Due to the high number of applicants, early submission of application packets is strongly suggested. Only those applications, received by the Counselor Education secretary by the application deadlines noted below, will be reviewed for the approaching semester. Late applications will be considered for the next semester’s class.

<table>
<thead>
<tr>
<th>Term for Admission</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (September)</td>
<td>May 1</td>
</tr>
<tr>
<td>Winter (January)</td>
<td>October 15</td>
</tr>
<tr>
<td>Spring (May)</td>
<td>February 15</td>
</tr>
</tbody>
</table>

GRADUATE SCHOOL ADMISSION

PROCEDURES GRADUATE APPLICATION

Applicants not previously enrolled at Wayne State University Graduate School are required to submit an “Application for Graduate Admission” form and official transcripts from each college or university attended to the University Office of Admissions, located in the Welcome Center at 42 West Warren, phone number (313) 577-3577. If the applicant’s bachelor degree is from WSU, attaching a current, unofficial transcript will expedite the processing. A $50.00 fee must accompany the application. Students may also complete an on-line application at the following web address:

http://www.apply.wayne.edu
Students who have previously been accepted to the Graduate Division should present their application directly to the Graduate Education Office, College of Education, Room 489. The $50.00 fee is not required of these students. Student admitted initially to the Graduate School as “Special Students” or in a different major must complete a “Change of Status” form in order for their application to be considered. This can be accomplished by filling out the proper form in Room 489, College of Education.

Recommendations

A minimum of four quality references is required from persons who have knowledge of the applicant's educational and professional experiences. Two of the four references are required from college/university professors familiar with the applicant's academic work and potential scholarship (can not be from current regular CED or RCI program faculty members). One of the four references is required from professionals familiar with the applicant's clinical work. Applicants must have a minimum of two superior and two good recommendations of those submitted. Recommendations will be completed on forms provided by the Division of Academic Services, Room 489, College of Education after the application has been received.

Autobiography

An autobiography that describes the applicant’s educational and professional background is required. It should be a demonstration of the applicant's capability to write a logical and coherent autobiography. It should include education, professional credentials, employment history, professional activities including membership in professional organizations, study commissions, planning committees, or similar professional groups, publications, unpublished documents, innovative and creative activities, and volunteer activities related to counseling. The autobiography should also include a statement of the applicant's professional interests and goals evidencing future commitment of employment in a counselor or student personnel related capacity.

Examinations

1. A Departmental Written Examination is required. The applicant will write on one of three questions submitted by the Counselor Education program. Answers will be evaluated on both writing ability and knowledge of the counseling field. Subject areas covered in the examination are: counseling theory, career development, and group counseling.

2. All applicants are required to take the Graduate Record Examination (GRE, General Test) and have the results forwarded to the program area.

3. All examinations can be scheduled through University Counseling Services, Testing and Evaluation, Student Center Building, (313) 577-3400.

Counseling Session Skill Demonstration
The Counseling program area will contact the applicant upon receipt of the completed application material (all of the above items). At this time, an appointment will be scheduled for the applicant to conduct a single 45-minute counseling session in the College of Education, Counseling and Testing Center. This session will be audio and/or video taped for evaluation by the Advanced Admissions Advisory Committee. The client will be provided by the Counseling program and the applicant will be given a copy of the tape to review prior to the interview with the Advanced Admissions Advisory Committee. Counseling skills and theoretical applications will be evaluated and discussed in the Advanced Admissions Advisory Committee Interview.

Advanced Admissions Advisory Committee Interview

After completion of all the above application procedures and requirements, the applicant will be invited to meet with the Advanced Admissions Advisory Committee.

The Advanced Admissions Advisory Committee will present its findings based on the application, written examinations, GRE scores, counseling session performance, and the Advanced Admissions Advisory Committee Interview to the Counselor Education faculty who will recommend either admission or nonadmission to the doctoral program. All faculty recommendations concerning admission are then acted on by the Graduate School for final determination.

**ACADEMIC/CLINICAL PREREQUISITES TO ADVANCED DOCTORAL COURSE WORK**

Academic Prerequisites To Advanced Doctoral Course Work

A Masters Degree from an accredited graduate school with a major in Counseling or closely related field which includes entry-level curricular experiences and demonstrated knowledge and skill competence in each of the eight common-core areas. All doctoral students must satisfy the eight common-core areas as listed below before beginning advanced doctoral courses. The eight common-core areas and their associated knowledge and skill competence areas are as follows:

1. **HUMAN GROWTH AND DEVELOPMENT**--studies that provide an understanding of the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.

2. **SOCIAL AND CULTURAL FOUNDATIONS**--studies that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.

3. **HELPING RELATIONSHIPS**--studies that provide an understanding of philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their application; helper self-understanding and self-development; and facilitation of client or consultee change.
4. GROUPS--studies that provide an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

5. LIFESTYLE AND CAREER DEVELOPMENT--studies that provide an understanding of career development theories, occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.

6. APPRAISAL--studies that provide an understanding of group and individual educational and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes.

7. RESEARCH AND EVALUATION--studies that provide an understanding of types of research; basic statistics; research-report development; research implementation, program evaluation; needs assessment; and ethical and legal considerations.

8. PROFESSIONAL ORIENTATION--studies that provide an understanding of professional roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing.

Clinical Prerequisites To Advanced Doctoral Course Work

All doctoral students must satisfy either parts 1 or 2 as listed below before beginning advanced doctoral courses:

1. A supervised Masters practicum that totals a minimum of 100 clock hours including a minimum of 40 hours of direct service work and supervised Masters internship that totals a minimum of 600 clock hours including a minimum of 240 hours of direct service work with clientele appropriate to the program emphasis.

   or

2. Have obtained either the (Full) Licensed or Limited Licensed Professional Counselor credential.
All doctoral students must make up any deficits or remedial work as listed on their approved application for admission from before beginning advanced doctoral course work. Specifically, those persons who have Masters degrees from closely related fields (i.e., Psychology, Social Work, Nursing) must complete all academic and clinical prerequisites required before beginning advanced doctoral course work.

**DOCTORAL DEGREE REQUIREMENTS**

The general aim of the doctoral program in counseling is to prepare students at an advanced professional level to assume positions requiring leadership and specialized skills in counseling, supervision, teaching, research, consultation, and appraisal. Therefore, advanced preparation is required in the following content areas:

1. theory pertaining to the principles and practice of counseling, group work, and consultation;
2. theory and practice of counselor supervision;
3. instructional theory and methods relevant to counselor education;
4. design and implementation of quantitative and qualitative research and methodology including but not limited to multivariate, multiple regression, and single case;
5. models and methods of appraisal;
6. ethical and legal issues in counselor education and supervision;
7. implications of sociocultural, demographic, and lifestyle diversity relevant to counselor education and supervision.

**Academic Requirements**

1. All students are required to have a concentration in Counselor Education:

   Ed.D. students are required to have a minimum of 36 credits of advanced course work (above 700 level) in Counselor Education including; CED 7730, CED 8000, CED 8020, CED 8030, CED 8040, CED 8080, CED 9120, and CED 9020.

   Ph.D. students are required to have a minimum of 30 credits of advanced course work (above 700 level) in Counselor Education including; CED 7730, CED 8000, CED 8020, CED 8030, CED 8040, CED 8070, CED 8080, CED 9120, and CED 9020.
2. All students must elect two doctoral seminars (3 credits each) from the following foundation areas: Educational Administration (EDA 9790), Educational Psychology (EDP 9310), Educational Sociology (EDS 9620), History and Philosophy of Education (EHP 9600), or Curriculum and Instruction (TED 9130).

3. All doctoral students are required to complete two semesters (four credits) of CED 8020 Advanced Practicum.

4. All doctoral students are required to complete at least two (2) doctoral-level supervised internships (600 clock hour minimum each - 6 credits each) during their doctoral program.

Students must complete at least one of the required supervised internships either as one (1) full-time basis internship or as two (2) consecutive half-time basis internships.

The 1200 clock hours (12 credit hours) may include supervised experiences in clinical settings, teaching, research, consultation, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. Refer to the "Doctoral Internship Handbook" for specific detail concerning clock hour requirements, supervision, and procedures.

During the internships, the student must receive one (1) hour per week of individual supervision or a minimum of one and one-half (1 ½) hours per week of small group supervision by a supervisor with a doctorate in counselor education or a closely related field.

Students have the opportunity to participate in additional supervised internships appropriate to their career objectives.

5. It is required that doctoral students will have curricular experiences designed to develop an area of professional expertise (e.g., a cognate in professional education, multicultural counseling, family counseling, gerontological counseling, substance abuse and addictive behavior, child and family studies, infant mental health, life-span development, industrial/organizational theory and development, social learning, social work, psychology, or sociology, etc.).

At least one cognate in professional education (an approved Masters concentration area in Education or in a single field other than education) consisting of a minimum of twelve (12) credits is required for the Ed.D. degree.

At least one cognate consisting of a minimum of ten (10) credits in a single professional education (an approved concentration area in the College of Education) or in a single field other than education is required for the Ph.D. degree.

Courses included in the cognate will be selected by the student and the doctoral studies adviser in conjunction with an adviser from the cognate area.
6. Course work aimed at developing competence in statistics and research methodologies is required for the Ph.D. or Ed.D. degree. A minimum of seventeen credits (quantitative tract) or twenty-one credits (qualitative tract) in statistics and research design including the following courses:

<table>
<thead>
<tr>
<th>QUANTITATIVE TRACT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EER 7640 Fundamentals of Quantitative Research 3 cr.</td>
<td>EER 7900 Fundamentals of Qualitative Research 3 cr.</td>
</tr>
<tr>
<td>EER 7650 Computer Use in Research 3 cr.</td>
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<td>EER 8800 Variance and Covariance Analysis 3 cr.</td>
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</tr>
<tr>
<td>EER 8820 Multivariate Analysis 3 cr.</td>
<td>EER 8820 Multivariate Analysis 3 cr.</td>
</tr>
</tbody>
</table>
| N/A                                                    | EER 8700 Advanced Qualitative Evaluation: Theory & Practice 3 cr.
|                                                       | EER 7660 Adv. Statistics Lab 1 cr.                      |

7. Electives may be chosen from either the major field, or cognate to fulfill the minimum degree requirement of 100 semester hours. Electives should be chosen from areas that strengthen the basic program of the student.

8. The doctoral student is required to submit a dissertation on a topic satisfactory to the doctoral studies dissertation committee.

The Ed.D. degree requires twenty (20) credits in dissertation research. (ED 9999 Doctoral Dissertation Research and Direction). If the dissertation has not been completed by the time of accumulation of the maximum required number of hours of dissertation credit (ED 9999), the candidate will be expected to register as an auditor for a minimum of two (2) dissertation credits each term until the dissertation is completed.
The Ph.D. degree requires thirty (30) credits in dissertation research to be completed in four consecutive semesters under the following course numbers:

- ED 9991 Doctoral Candidate Status I: Dissertation Research and Direction. Cr. 7.5. Student must register in section assigned to their adviser.

- ED 9992 Doctoral Candidate Status II: Dissertation Research and Direction. Cr. 7.5. Student must register in section assigned to their adviser.

- ED 9993 Doctoral Candidate Status III: Dissertation Research and Direction. Cr. 7.5. Student must register in section assigned to their adviser.

- ED 9994 Doctoral Candidate Status IV: Dissertation Research and Direction. Cr. 7.5. Student must register in section assigned to their adviser.

- After four semesters of Candidate Status registration, if necessary, the Ph.D. student may register in a Maintenance Status (ED 9995 Candidate Maintenance Status: Doctoral Dissertation Research and Direction), which carries a nominal charge, until completion of the degree requirements. Spring/Summer registration is optional. Both Candidate Status and the Maintenance Status registrants will be considered full-time students. The change to Candidate Status registration affects only Ph.D. candidates who have not enrolled for any ED 9999 credits by Fall Term 2001.

ED 9990 Pre-Doctoral Candidacy Research. Cr. 1-8 (Max. 10)
## Synopsis of the Doctor of Education Degree in Counselor Education (Ed.D.)

<table>
<thead>
<tr>
<th>COUNSELING MAJOR (MINIMUM 36 CREDITS)</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 7730</td>
<td>Diversity Issues in Mental Health Treatment &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>CED 8000</td>
<td>Seminar in Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED 8020</td>
<td>Advanced Practicum</td>
<td>4</td>
</tr>
<tr>
<td>CED 8030</td>
<td>Advanced Consultation Theory &amp; Methods</td>
<td>3</td>
</tr>
<tr>
<td>CED 8040</td>
<td>Advanced Counseling Theory &amp; Methods</td>
<td>3</td>
</tr>
<tr>
<td>CED 8080</td>
<td>Advanced Career Counseling &amp; Vocational Development</td>
<td>3</td>
</tr>
<tr>
<td>CED 9120</td>
<td>Seminar in Supervision</td>
<td>3</td>
</tr>
<tr>
<td>CED 8070</td>
<td>Advanced Seminar in Counseling Research</td>
<td>3</td>
</tr>
<tr>
<td>CED 9020</td>
<td>Internship</td>
<td>12</td>
</tr>
</tbody>
</table>

### ELECTIVES

Other Counseling/Related Course Work above the 7000 level to fulfill the minimum Ed.D. requirement of 100 credits

- 8 (Quantitative tract)
- 4 (Qualitative tract)

### DOCTORAL SEMINARS

Select two from the following - 3 credits each:

- EDA 9790 Educational Administration
- EDP 9310 Educational Psychology
- EDS 9620 Educational Sociology
- EHP 9600 History and Philosophy of Education
- TED 9130 Curriculum and Instruction

### COGNATE

in Professional Education (an approved Masters concentration area in Education – minimum total 12 credits)
<table>
<thead>
<tr>
<th>STATISTICS and RESEARCH DESIGN</th>
<th>QUALITATIVE TRACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUANTITATIVE TRACT</td>
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</tr>
<tr>
<td>EER 7630 Fundamentals of Statistics 3 cr.</td>
<td>EER 7630 Fundamentals of Statistics 3 cr.</td>
</tr>
<tr>
<td>EER 7640 Fundamentals of Quantitative Research 3 cr.</td>
<td>EER 7900 Fundamentals of Qualitative Research 3 cr.</td>
</tr>
<tr>
<td>EER 7650 Computer Use in Research 3 cr.</td>
<td>EER 7650 Computer Use in Research 3 cr.</td>
</tr>
<tr>
<td>EER 8800 Variance and Covariance Analysis 3 cr.</td>
<td>EER 8800 Variance and Covariance Analysis 3 cr.</td>
</tr>
<tr>
<td>EER 7660 Adv. Statistics Lab 1 cr.</td>
<td>EER 7660 Adv. Statistics Lab 1 cr.</td>
</tr>
<tr>
<td>EER 8820 Multivariate Analysis 3 cr.</td>
<td>EER 8820 Multivariate Analysis 3 cr.</td>
</tr>
<tr>
<td>EER 7660 Adv. Statistics Lab 1 cr.</td>
<td>EER 7660 Adv. Statistics Lab 1 cr.</td>
</tr>
<tr>
<td>N/A</td>
<td>EER 8700 Advanced Qualitative Evaluation: Theory &amp; Practice 3 cr.</td>
</tr>
<tr>
<td>ED 9989</td>
<td>Doctoral Dissertation Research &amp; Direction</td>
</tr>
<tr>
<td></td>
<td>Minimum number of credit hours required for the Ed.D. degree</td>
</tr>
</tbody>
</table>
## Synopsis of the Doctor of Philosophy Degree in Counselor Education (Ph.D.)

<table>
<thead>
<tr>
<th>COUNSELING MAJOR (minimum 36 credits)</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 7730</td>
<td>Diversity Issues in Mental Health Treatment &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>CED 8000</td>
<td>Seminar in Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED 8020</td>
<td>Advanced Practicum (2 semesters @ 2 cr. each)</td>
<td>4</td>
</tr>
<tr>
<td>CED 8030</td>
<td>Advanced Consultation Theory &amp; Methods</td>
<td>3</td>
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<td>CED 9020</td>
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### ELECTIVES

Other Counseling/Related Course Work above the 7000 level to fulfill the minimum Ph.D. Requirement of 100 credits

| CED 9020                              | Internship                                                                  | 12        |

### DOCTORAL SEMINARS

Select two from the following - 3 credits each:

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>Educational Psychology</td>
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</tr>
<tr>
<td>EDS 9620</td>
<td>Educational Sociology</td>
<td>3</td>
</tr>
<tr>
<td>EHP 9600</td>
<td>History and Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 9130</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

### COGNATE

in Professional Education (an approved Masters concentration area in Education) or a single non-education field (minimum total 10 credits)

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>4</td>
</tr>
<tr>
<td>EER 7660 Adv. Statistics Lab 1 cr.</td>
<td>EER 8700 Advanced Qualitative Evaluation: Theory &amp; Practice 3 cr. EER 7660 Adv. Statistics Lab 1 cr.</td>
<td>4* Qualitative Tract Only</td>
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<tr>
<td>N/A</td>
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<td></td>
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<tr>
<td><strong>DISSERTATION CREDIT</strong></td>
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<tr>
<td>ED 9991</td>
<td>Candidate Status I Doctoral Dissertation Research and Direction</td>
<td>7.5</td>
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<tr>
<td>ED 9992</td>
<td>Candidate Status II Doctoral Dissertation Research and Direction</td>
<td>7.5</td>
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<tr>
<td>ED 9993</td>
<td>Candidate Status III Doctoral Dissertation Research and Direction</td>
<td>7.5</td>
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<tr>
<td>ED 9994</td>
<td>Candidate Status IV Doctoral Dissertation Research and Direction</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>Minimum number of credit hours required for the Ph.D. degree</td>
<td>100</td>
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</tbody>
</table>
Ph.D. CANDIDATE STATUS REGISTRATION AND TUITION SUMMARY

The change to Candidate Status registration affects only Ph.D. Candidates who have not enrolled for any ED 9999 credits by Fall Term 2001. Candidates who have accumulated any ED 9999 credits will complete their degrees under the existing 30 credit hour dissertation system. Candidate Status registration is not available to students in Ed.D., Pharm.D., Au.D., J.D., or M.D. programs.

Under the new system, the Ph.D. Candidate is required to register for four consecutive semesters of Candidate Status; During each of the four semesters, the Candidate will be assessed tuition for 7.5 graduate credits at the resident rate (i.e., one fourth the cost of 30 graduate credits).

The Candidate Maintenance Status will be available if a student does not complete the dissertation and the defense by the end of the four semesters of Candidate Status registration. The Maintenance Status allows students access to University resources - libraries, computer systems, laboratories and faculty advising. This fee is equal to the registration fee plus the omnibus fee for one credit hour.

Candidate Maintenance Status is also available to Ph.D. Candidates completing their degrees under the old ED 9999 registration system. After completion of 30 credit hours of Ed 9999, they may enroll in the Candidate Maintenance Status as described.

If a student finishes the dissertation before registering for all four semesters of Ph.D. Candidate Status, the student must complete payment of the tuition for the remaining semester(s) before his/her degree will be certified. In the case of early completion, the student may use the Spring/Summer as one of the required semesters. Alternatively, the student may arrange multiple tuition payment within the final semester.

For all internal and external purposes, students registered in Candidate Status and in Candidate Maintenance Status will be considered as full-time students.

Students may register for regular courses in the same semester they register in Candidate Status. Normal tuition for such course work will be assessed.

A student is considered withdrawn from the Ph.D. program if he or she fails to register for any of the required four consecutive semesters beginning with the term following the advancement to Ph.D. Candidate.

To return to the program after withdrawal for non-registration, the student must seek reinstatement from the Graduate School and pay Candidate Status tuition for all semesters missed, up to a maximum of four.
Students in Candidate Maintenance Status are required to register if they are using University resources during a semester. They must be registered for the semester in which they defend the dissertation.

Supported students (Rumble Fellows, Graduate Professional Scholars, GTAs, GRAs, and GSAs) will be allowed to receive support for only one semester's Candidate Status tuition per semester. Students in the Candidate Maintenance Status are eligible for support (if they have not exceeded their six-year limit of support); the support mechanism will pay the Candidate Maintenance fee.

A leave of absence from the program is possible if the Candidate has serious medical problems or compelling personal problems. He/she must petition the Graduate School for a leave of absence. The petition must be supported by the dissertation adviser, the dissertation committee and the graduate officer. Leaves of absence may not be approved retroactively. No payment is required for a leave of absence semester.

A new sequence of courses for the Candidate Status and Candidate Maintenance Status was established by the Graduate School in lieu of the ED 9999 courses in all departments. The new course numbers are:

- ED 9991 Candidate Status I Doctoral Dissertation Research and Direction (7.5 credit hours)
- ED 9992 Candidate Status II Doctoral Dissertation Research and Direction (7.5 credit hours)
- ED 9993 Candidate Status III Doctoral Dissertation Research and Direction (7.5 credit hours)
- ED 9994 Candidate Status IV Doctoral Dissertation Research and Direction (7.5 credit hours)
- ED 9995 Candidate Maintenance Status (tuition equal to one credit hour + omnibus fee)

The Ph.D. Candidate will register for these courses in sequence, and, if needed, the Maintenance Status course. The S and U grading system will be maintained, and Y grades will continue to be the appropriate grades until completion of the degree program. PhD. Candidacy will be a prerequisite for registration in these courses, and the consent of the doctoral dissertation adviser will continue as a prerequisite.
In the College of Education, a new Doctoral Dissertation Research and Direction course has been established for Ed.D. students, ED 9989. Ed.D. students will continue to enroll for 20 credits of Doctoral Dissertation and Research and Direction, but under this new course number.

Ph.D. Applicants without any ED 9999 credits who wish to register for pre-Doctoral Candidate research will not be permitted to register for ED 9999 credits. Instead, a new course, ED 9990, is available by the Graduate School to all departments for pre-dissertation research. Registration of up to 10 credits will be permitted in this course. These registrations do not substitute for any of the Candidate Status registrations.

- Registration for ED 9999 credits is blocked effective with the Fall, 2001 semester. To register for ED 9999 credits, Candidate Status, or Candidate Maintenance Status, students are directed to call the Graduate School to have Graduate School personnel register them for the appropriate course:

Students should call the following staff members:

Cindy Sokol, 577-8053,  
c.sokol@wayne.edu
4017 Faculty/Administration Building

Lori Goe Nowak, 577-2171,  
al9639@wayne.edu
4025 Faculty/Administration Building

**ADVANCED PRACTICUM REQUIREMENTS**

All doctoral students are required to complete two semesters (4 credits) of CED 8020 Advanced Practicum. The practicum is designed to allow students to apply basic clinical supervision skills and knowledge while receiving individual and/or group supervision by a faculty member. The advanced practicum is to be completed in the Counseling and Testing Center located on campus.
The internship for doctoral students in the counseling field is probably the most important and comprehensive professional experience in the doctoral counseling program. The internship is designed to allow students to apply skills and knowledge they have gained in a supervised setting comparable to their ultimate choice for a professional work setting. To ensure that the student's individualized career goals are met during the internship experience, arrangements for the internship are negotiated between the student, the Internship Coordinator and the student's supervising faculty member at Wayne State University.

Doctoral internships are restricted to those students who are currently pursuing the doctoral degree in Counseling at Wayne State University, College of Education, Division of Behavioral and Theoretical Foundations.

All doctoral students are required to complete at least two (2) doctoral-level supervised internships (600 clock hour minimum each - 6 credits each) during their doctoral program.

Students must complete at least one of the required supervised internships either as one (1) full-time basis internship, or as two (2) half-time basis internships.

The 1200 clock hours (12 credit hours) may include supervised experiences in clinical settings, teaching, research, consultation, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. Refer to the "CED 9020 Internship Handbook" for specific detail concerning clock hour requirements, supervision, and procedures.

During the internships, the student must receive one (1) hour per week of individual supervision or a minimum of one and one-half (1 1/2) hours per week of small group supervision by a supervisor with a doctorate in counselor education or a closely related field.

Doctoral interns are required to attend at all seminar class meetings, and/or consultative type of activities, which are scheduled by the Internship Coordinator or faculty member supervising the student each semester.

All internship students are required to obtain Professional Liability Insurance. You can procure this coverage from any insurance company of your choice. A copy of your Professional Liability Insurance must be given to the Internship Coordinator to be placed in your file and available to your doctoral studies adviser.

Students have the opportunity to participate in additional supervised internships appropriate to their career objectives.
**FINAL WRITTEN AND ORAL EXAMINATIONS**

Final written and oral examinations in the major field of concentration and the cognate in professional education (an approved Masters concentration area in Education) or a single non-education field are required of all doctoral students.

All doctoral students must complete qualifying written and oral examinations in three of the following five major counselor education areas; Counseling Theory, Group Counseling, Supervision, Career Development, Consulting, and in the cognate area. All questions will include a research component.

**GENERAL POLICIES AND PROCEDURES**

**TRANSFER CREDITS**

A maximum of 32 semester hours of graduate credit earned prior to admission as a Doctoral Applicant may be accepted without regard to age. Any credit earned beyond the initial 32 semester hours accepted may not be more than ten years old at the time of admission.

Only courses with grades of "B" (3.00 on a 4-point scale) or better are acceptable for transfer credit. "B-minus" credit is not acceptable for transfer. All transfer credits must be certified as graduate-level credit on an official transcript. Transfer credits must be appropriate to the student's degree program. Courses accepted for transfer credit from outside or within Wayne State University cannot have provided credit toward a prior degree except when the masters or another pre-doctoral certificate or degree is applied to the doctoral degree. Extension credits earned at other than Michigan institutions cannot be applied toward a graduate degree or an education specialist certificate. Students should consult with a Counselor Education program adviser concerning transfer of credits.

**TIME AND RESIDENCY REQUIREMENTS**

1. The doctoral program is a minimum of four (4) academic years of graduate-level preparation (including entry-level preparation), as defined as eight (8) semesters with a minimum of 100 semester hours of graduate-level credits required of all students in the program.

2. The doctoral program includes a minimum of one (1) academic year (i.e., two consecutive semesters) of full-time on-campus study, excluding registrations for doctoral dissertation credit hours. Full-time on-campus study is defined as a minimum of eight (8) credits per semester after official admission to the doctoral program.
3. At least one full year of course work (i.e., thirty credits of course work beyond the Masters level) must be taken in residence at Wayne State University. This does not include dissertation research credits.

4. The examination to establish proficiency in research techniques (CED 8070) and all qualifying final written and oral examinations must be completed in residence at Wayne State University.

5. All degree requirements must be completed within seven (7) years from the time of official admission to the doctoral program. The seven-year period begins with the end of the semester during which the student was admitted to doctoral study and was completing work toward meeting the requirements for the degree.

ADVISING AND PLAN OF WORK

1. At the time of admission, students are assigned a temporary adviser who will assist with course selection for one semester or up to completion of 18 credit hours.

2. Prior to completion of the semester in which the student is completing eighteen (18) credits in the doctoral program, students select a doctoral studies adviser and complete a planned program of study (POW). It is the student's responsibility to complete a Plan of Work (POW) prior to completion of the semester in which the student is completing eighteen (18) credits in the doctoral program. The Plan of Work (POW) must be approved by the Doctoral Studies Adviser. The Plan of Work (POW) is filed with Academic Services Education, Room 489 Education Building, (313) 577-1600. Failure to file a Plan of Work (POW) will preclude further registration.

STYLE MANUAL

Counselor Education has adopted the Publication Manual of the American Psychological Association (6th edition), as the style manual for the preparation of all papers in the program.

GRADING POLICIES

The prospective student should recognize that counseling doctoral work involves both course requirements and clinical experience in the university as well as community, private, and/or school settings. Evaluation of a student's performance is continuous. Retention in the doctoral program depends upon demonstrated clinical skill as well as academic achievement.
PLUS/MINUS LETTER GRADE SYSTEM

The plus/minus letter grade system and honor point value of grades is used in the CED program. Letter Grade Honor Point Value:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honor Point Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
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<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>E or F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The Graduate School does not assign honor point values to grades of less than C. The grades of E and F are not assigned a plus or minus. The plus has an honor point value of .33 and the minus has an honor point value of .67 according to the above system.

INCOMPLETE "I" OR "Y" GRADES

If a student receives an incomplete grade, "I", he or she is responsible for completing work within an academic year to receive a grade other than withdraw or failure. A Contract for Incomplete Work must be completed and signed by the student and adviser before the incomplete “I” grade is given.

A deferred grade, "Y", may be given when the student is up-to-date in the work of a course planned to continue beyond the semester (i.e., essay, thesis, dissertation and certain courses taken in sequence) as the discretion of the faculty member supervising the student's work.

GRADE APPEALS PROCESS

Each college and school has established grade appeal procedures. Copies of the appeal procedures for the College of Education are available from the Division of Theoretical and Behavioral Foundations Chair, Room 341 Education or the Office of the Dean, Room 441 Education. In most instances, grade appeals must be filed within thirty days of the time the student has or should have received his/her final grade.

ACADEMIC RETENTION POLICIES

CUMULATIVE HONOR POINT AVERAGE

Doctoral students are required to maintain a 3.5 HPA. Grades of "C+" and below are definitely unsatisfactory and constitute valid cause for dropping a student from advanced graduate study.
If, at any time, a graduate student's scholastic honor point average falls below 3.5, the student is automatically placed on probation. A student on probation must secure the approval of the Assistant Dean for Academic Services and his/her adviser before registering for subsequent work in the College. The College reserves the right to ask a student to withdraw at any time from specific courses or from the College entirely, if progress does not warrant continuance.

PROFESSIONAL AND PERSONAL RETENTION POLICIES

DIVISIONAL MONITORING PROCESS
Students will conduct themselves in a responsible and professional manner. The American Counseling Association (ACA) and Certified Rehabilitation Counselor (CRC) codes of ethics must be adhered to by the student as a professional-in-training.

It is considered inappropriate and unethical to obtain complementary textbooks, instructor's manuals, and/or supporting materials from a publisher for a course you are enrolled in and/or for courses in a program of study you are completing.

Due to the nature of the counseling profession, the personal behavior and development of students will be considered and reviewed by faculty through its monitoring committee. Personal behavior, characteristics, and/or problems should NOT interfere with the professional helping capacity of the student.

If a student's professional integrity, skill level, or professional development is alleged as inappropriate (e.g., excessive unsolved personal problems, anger, major prejudice, lack of relationship building skills, misrepresentation of credentials/training, etc.) a review will be conducted by the CED monitoring committee comprised of a minimum of two faculty members.

If the committee determines that the student's professional or personal behavior is professionally inappropriate and would be a detriment in working with others, the student will be denied continuance in the program. Such action protects the profession and the eventual consumers of counseling services by Wayne State University, Counselor Education graduates.
COUNSELING FOR CED STUDENTS

Students are encouraged to facilitate their personal growth by obtaining individual or group counseling experiences while in the program. However, faculty do not counsel students. Wayne State University Counseling Services, Student Center Building, provides assistance to students to promote individual development in ways that will maximize benefits from their University experience, and to help them find ways of coping with problems, which interfere with their educational attainment. In addition, several services outside of the University are available. The College of Education, Counseling and Testing Center, 306 Education, maintains a source book that lists services available by category and location.

COLLEGE OF EDUCATION COUNSELING AND TESTING CENTER

The Counseling and Testing Center exists for three purposes. First, it offers free counseling services to selected clients from the community and campus. Second, the Counseling and Testing Center provides the opportunity for beginning masters students to experience the role of being a client by actual participation in required counseling sessions. Third, the Counseling and Testing Center provides the setting for supervised counselor training. Counseling is provided for clients able to respond to more traditional forms of therapy. Those needing specialized techniques are referred to other agencies. Counseling services are provided for individuals and groups.

The Counseling and Testing Center's facilities include rooms with one-way observation mirrors, audio and video taping equipment. These facilities allow for direct observation, supervision, and feedback between faculty supervisors and CED students.

PROFESSIONAL LIABILITY INSURANCE

Litigation involving practitioners in the mental health professions have increased dramatically in the last few years. As a result, every practicing professional is a target for litigation. Clearly, the best way to avoid involvement in litigation is to adhere to professional ethical standards, as well as to demonstrate high standards of personal and professional conduct. However, there are no guarantees. Because of this situation, the vast majority of professionals now consider professional liability insurance a necessity.

Because our students see a diverse clientele through our Counseling and Testing Center, students are required to obtain professional liability insurance prior to participating in client sessions. All students will be required to furnish "proof of insurance" stating that they have liability insurance coverage prior to beginning client sessions. Professional liability insurance may be obtained from any insurance company of the student’s choice.
PROFESSIONAL LICENSURE

Effective October 1, 1990, individuals in the counseling profession who practice in the state of Michigan must seek licensure as a professional counselor. To aid students in planning their professional careers, the requirements of the Wayne State University CED masters and doctoral counselor training programs correlate with the educational and clinical requirements for professional counselor licensure in the State of Michigan.

PROFESSIONAL ORGANIZATIONS

To enhance graduate education and lay the foundation for full participation in the counseling profession, it is strongly recommended that all graduate students become members of the professional organization or associations, which represent their area(s) of special interest. Most professional organizations offer reduced membership rates to students as well as the following benefits:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which the student holds membership.

- Reduced registration fees for professional meetings (e.g., seminars, conventions, workshops) sponsored by the organization.

- Eligibility for member services (e.g., library resource use, legal defense funds and services, group liability insurance).

- Involvement with activities and issues that are directly or indirectly pertinent to the counseling profession (e.g., legislation and professional credentialing, including licensure, certification and program accreditation).

- Affiliation with other professionals having interests and areas of expertise similar to your own.

Most professional organizations have both state and national affiliations. Students may join one without joining the other. Divisions within the professional organizations serve specific areas of interest (e.g., mental health counseling, or school counseling); these divisions can only be joined if one already belongs to the parent organization (usually at a small additional cost).

Students will be given applications to join the American Counseling Association (ACA) and the Michigan Counseling Association (MCA) following admission to the doctoral program. Applications are also available from the CED secretary. Most of our faculty are members of ACA and MCA. Some hold divisional office or are on boards and committees of these organizations. Typically, students are required to obtain a faculty signature verifying student status in order to receive a student rate when joining any of these organizations.
Because financial resources may be limited, students are **NOT REQUIRED** to become a member of one or more professional organizations. However, membership in a professional organization is an important aspect of professionalism, and therefore, students are strongly encouraged to join one or more of the above professional organizations.

**SERVICES FOR STUDENTS WITH DISABILITIES**

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services and activities. All course materials are available in alternative formats. Please request alternative format materials from the instructor of the course.

If the limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of a course, you are strongly encouraged to contact Student Disability Services (SDS) located in room 1600 of the David Adamany Undergraduate Library to request an accommodation. SDS Telephone Numbers: VOICE (313) 577-1851 or TDD (313) 577-3365.

EAS is a powerful advocating force for students with disabilities at the university. Their purpose is to respond to the needs of students with disabilities by providing resources to improve their chances for success and to support their participation in all university programs with dignity and independence. Student Disability Services provides information, referrals and direct services to students, faculty and staff of the university. They inform and educate the university community to foster understanding of the needs of students with handicaps.

Some of the services SDS offers include, but is not limited to: (a) consultation prior to university enrollment, (b) study rooms with adaptive equipment, (c) reasonable accommodations, (d) liaison and advocacy with sponsoring agencies, (e) priority registration, (f) referral to campus and community resources, (g) counseling services, and (h) alternative testing arrangements.

**FINANCIAL ASSISTANCE**

Applications and information on graduate fellowship and scholarship programs should be made directly to: Fellowships and Scholarships Office of the Graduate School, 4302 Faculty Administration Building, contact (313) 577-2172 for further information. See the following web address for information concerning graduate fellowship and scholarship programs available to students: [http://www.gradschool.wayne.edu/Current/finaid.asp](http://www.gradschool.wayne.edu/Current/finaid.asp).

The College of Education annually awards scholarships to its students. Information and applications for the College of Education scholarships maybe obtained from the Dean's Office, 441 Education (313) 577-1620.

In addition, there are opportunities available for loans, work-study, and related programs through the Office of Scholarships and Financial Aid, Welcome Center, 41 West Warren (313) 577-3378. The web address is [http://finaid.wayne.edu](http://finaid.wayne.edu).
GRADUATE TEA CHING ASSISTANTSHP

The Counselor Education program has two (2) graduate teaching assistantship (GTA) positions. GTA's are expected to provide approximately 20 hours of service per week during each semester of their appointment. Responsibilities for the GTA's will include teaching contact and class preparation time, attendance at weekly course meetings, grading, office hours for students, and review sessions.

The nine-month GTA must enroll for at least six graduate credits each semester for the Fall and Winter semesters. The College of Education will pay up to ten graduate credits for tuition during each of the Fall and Winter semesters. Any additional tuition obligations beyond these limits are the responsibility of the student. The compensation is based on University guidelines and provides inclusion in the University's medical insurance program (12 months, individual coverage).

OTHER SOURCES OF INFORMATION

Wayne State University Graduate Bulletin
Counselor Education Doctoral Student Brochure
Counselor Education Doctoral Counseling Internship Handbook
Counselor Education Licensure/Certification Guidelines Counselor Education Web Site: http://www2.coe.wayne.edu/tbf/counseling/index.php

The doctoral student is directed to either the Policies and Procedures for the Ed.D. in Education or Policies and Procedures for the Ph.D. in Education for specific College and University requirements. These can be requested from the Division of Academic Services, Room 489, College of Education, Wayne State University, Detroit, Michigan 48202 or by telephoning (313) 577-1605.

PLACEMENT ACTIVITIES

Career Services, Faculty Administration Building, Room 1001, (313) 577-3390 provides help to students and alumni in defining career and employment goals and assist them in their search for employment opportunities. Assistance in obtaining full-time employment after graduation is provided. Graduating students may increase employment opportunities through interviews with any of several hundred of employers who visit the campus annually.

A Job Bulletin listing all full-time positions received by Placement Services is available to students and alumni. It is published every two weeks and is mailed directly to subscribers. A resume referral service offers recent graduates and alumni a continuous means for referring their resumes directly to the employers who regularly list opportunities with the service.
A comprehensive Placement Library is available for information on over 1000 employers. Annual surveys of Wayne State University graduates are conducted to determine kinds of jobs and salaries obtained by former students and the satisfaction they feel about their jobs. A speaker's bureau is available to community, faculty and student groups, giving information on employment, resumes and interviewing techniques.

FOLLOW UP STUDIES

The Counselor Education program conducts follow up studies to determine kinds of positions and salaries obtained by recent graduates and alumni and how they feel about their jobs. Additionally, surveys are conducted to obtain information concerning subject matter(s) needed to be added to enhance or update the program curriculum and to determine subject matter(s) of interest necessary for continued professional development.
COUNSELOR EDUCATION PROGRAM FACULTY

Doctoral Advisers

Professors

John J. Pietrofesa, Ed.D., LPC
321 College of Education (313) 577-1760
E-mail: aa3222@wayne.edu

Associate Professors

Arnold B. Coven, Ed.D., LPC, CRC
329 College of Education (313) 577-1655
E-mail: aa1553@wayne.edu

JoAnne Holbert, Ed.D., LPC
361 College of Education (313) 577-1691
E-mail: jholbert@wayne.edu

Assistant Professors

George Parris, Ph.D., LPC, CCRC
311 College of Education (313) 577-1619
E-mail: gparris@wayne.edu

Senior Lecturers

Stuart G. Itzkowitz, Ph.D., LPC, NCC
327 College of Education (313) 577-1659
E-mail: S.Itzkowitz@wayne.edu

Tami Wright, Ph.D., LPC
315 College of Education (313) 577-2435
E-mail: wrightt@wayne.edu
Counselor Education Program and Rehabilitation Counseling Program Secretary:

Katharine Johnson
3 North College of Education (313) 577-1613
E-mail: katharine.johnson@wayne.edu

Mailing address for all CED offices:

    Wayne State University
    College of Education, 3 North
    5425 Gullen Mall
    Detroit, MI 48202

FAX Number for all CED offices: (313) 577-5235

Counselor Education Program Web Site:
http://www2.coe.wayne.edu/tbf/counseling/index.php
COURSE DESCRIPTIONS

COUNSELOR EDUCATION (CED)

CED 7730 Cultural & Diversity Issues in Mental Health Treatment & Research. Cr. 3

The course is a cognitive and experiential study of social and psychological variables that influence the cross-cultural counseling relationship. Culturally relevant models of counseling theory and practice are explored. Emphasis will be placed on the social identities of race, ethnicity, gender, religion, ability, class, age and sexual orientation. Students are expected to comprehensively evaluate their own upbringing and belief systems, as well as a broad range of perspectives. (F,W)

CED 8000 Seminar in Group Counseling. Cr. 3.

Advanced theory and methods pertaining to the principles and practice of group counseling. Implications of sociocultural, demographic, and lifestyle diversity relevant to group counseling will be discussed. Students will counsel groups that they have established. Tape and/or process recordings of counseling sessions will be analyzed in seminar to develop both a theory and method of group counseling, group leadership and techniques. (B)

CED 8020 Advanced Practicum. Cr. 2-8 (Max. 8).

Prereq: admission to advanced program in counseling; consent of adviser. Students supervise technique s/practicum counselors under staff guidance. (F,W)

CED 8030 Advanced Consultation Theory and Methods. Cr. 3.

Advanced consultation theory and methods in agencies and educational institutions. Roles and functions of counselor educators and supervisors in program and proposal development; organization, administration, and evaluation of services; conflict management; third party intervention; legal and ethical issues; public relations. (B)

CED 8040 Advanced Counseling Theory and Methods. Cr. 3.

Theories of personality and learning applied to case diagnosis and projected remediation. Implications of sociocultural, demographic, and lifestyle diversity relevant to individual counseling will be discussed. (B)
CED 8070  Advanced Seminar in Counseling Research. Cr. 4.

Analysis of methodology and design problems in counseling research and evaluation. Development and critique of original research proposal. Ethical and legal issues pertaining to research and evaluation will be discussed. (B)

CED 8080  Advanced Career Counseling and Vocational Development. Cr. 3.

Current trends and changes in career guidance and career education across the lifespan; intricacies of the career counseling process including implications of sociocultural, demographic, and lifestyle diversity relevant to career choice; methods for developing and delivering career development programs. (B)

CED 9020  Doctoral Internship. Cr. 1-6. (Max. 24).

Offered for S and U grade only. Supervised educational experience (100 clock hours per credit hour enrolled) designed to give students advanced experience in individual and group counseling, supervision, consultation, teaching, and research. Students attend seminars to discuss supervision issues. (T)

CED 9120  Seminar in Counseling Supervision. Cr. 3.

Theory and practice of supervision. Ethical and legal issues pertaining to counselor supervision will be discussed. Students will supervise practicum counselors while being supervised by program faculty. (F)

EDUCATION (ED)

ED 9989  Doctoral Dissertation Research and Direction. Cr. 1-16 (Max. 30)

Prereq: consent of dissertation adviser, Ed. D. student. Offered for S and U grades only. Student must register in section assigned to their adviser. (T)

ED 9990  Pre-Doctoral Candidacy Research. Cr. 1-8 (Max. 10)

Prereq: consent of department. For Ph.D. program applicants. Offered for S and U grades only. Research in preparation for doctoral dissertation. Student must register in section assigned to their adviser. (T)
ED 9991  Doctoral Candidate Status I: Dissertation Research and Direction. Cr. 7.5.
Prereq: consent of dissertation adviser; Ph.D. candidate in department. Required in academic-year semester following advancement to Ph.D. candidacy. Offered for S and U grades only. Student must register in section assigned to their adviser.

ED 9992  Doctoral Candidate Status II: Dissertation Research and Direction. Cr. 7.5.
Prereq: consent of dissertation adviser; ED 9991. Required in academic-year semester following ED 9991 Offered for S and U grades only. Student must register in section assigned to their adviser.

ED 9993  Doctoral Candidate Status III: Dissertation Research and Direction. Cr. 7.5.
Prereq: consent of dissertation adviser; ED 9992. Required in academic-year semester following ED 9992. Offered for S and U grades only. Student must register in section assigned to their adviser.

ED 9994  Doctoral Candidate Status IV: Dissertation Research and Direction.Cr.7.5.
Prereq: consent of dissertation adviser; ED 9993. Required in academic-year semester following ED 9993. Offered for S and U grades only. Student must register in section assigned to their adviser.

ED 9995  Candidate Maintenance Status: Doctoral Dissertation Research and Direction. Cr. 0
Prereq: consent of dissertation adviser; completion of 30 credits in ED 9999, or ED 9991-9994. Offered for S and U grades only. Student must register in section assigned to their adviser.

ED 9999  Doctoral Dissertation Research and Direction. Cr. 1-16 (Ed.D., 20 req.; Ph.D., 30 req.)
Offered for S and U grades only. Student must register in section assigned to their adviser.
EDUCATION ADMINISTRATION (EDA)

EDA 9790 Doctoral Seminar in Educational Administration. Cr. 3.
Prereq: admission to a doctoral program in education; for doctoral majors in other areas of concentration. Seminar, lecture, discussion, field trips. Purposes of education as defined in federal and state constitutions, statues and administrative rules; interpretation of policy statements of organizations and commissions. Role of the education leader in our society. (T)

EDUCATIONAL EVALUATION AND RESEARCH (EER)

EER 7630 Fundamentals of Statistics. Cr. 3.
Review of mathematics essential for statistics, sampling, computer use. Basic patterns of statistical inference, confidence estimation and significance testing regarding measures of averages, dispersion, correlation, and selected non-parametric statistics. One-way and two-way analysis of variance. (T)

EER 7640 Fundamental Research Skills. Cr. 3
Basic skills in educational research; nomenclature, problem, theory, hypothesis formulation; bibliographical and documentary techniques; retrieval systems; development of data gathering instrumentation; computer orientation and research uses; collection and organization of data; manuscript development; report writing; techniques, methodologies for descriptive and experimental inquiry. (T)

EER 7650 Computer Use in Research. Cr. 3.
Prereq: EER 7630; Introduction to computer use in educational research with emphasis on using statistical packages (MIDAS and SPSS, BASIC programming language); writing statistical programs. (T)

EER 7660 Advanced Statistics Laboratory. Cr. 1.
Coreq: EER 8820, 8840, or 8860. Analysis of variance/covariance, multivariate analysis, structural equations, nonparametric, permutation, exact and robust methods courses. Students complete class assignments and projects using advanced statistical procedures. (F,W)
EER 7900  Fundamentals of Qualitative Research. Cr. 3

Fundamentals of epistemological issues, educational perspectives of qualitative research and research design. Readings in qualitative research. Conducting the case study, personal history, and cognitive study. Overview of methods for analyzing talk, test and interaction. (F,W)

EER 8700  Advanced Qualitative Evaluation: Theory and Practice. Cr. 3.

Prereq: EER 7900. Coreq: EER 7660. Major paradigms of qualitative evaluation, strategies of inquiry, methods of collecting and analyzing materials, the art of interpretation. Analysis of real data, including pattern coding, data displays, checklist matrices, transcription, explanation and prediction, within-case vs. cross-case displays, ethical issues in evaluation. Computer use in qualitative evaluation. (F)

EER 8800  Variance and Covariance Analysis. Cr. 3.

Prereq: EER 7630 or equiv. Coreq: EER 7660. Multiple, partial, canonical correlation: variance and covariance analysis; Models I and II. Statistical analysis in experimental designs; Random Blocks, Latin Squares, Greco-Latin Squares, simple and complex factorials, confounding, fractional and split-plot designs. Supporting topics and techniques; missing observations; adjustment of means; probing the homogeneity of means and variance; study of contrasts; orthogonal polynomials and computer usage. (Y)

EER 8820  Multivariate Analyses. Cr. 3.

Prereq: EER 7630 or equiv. Coreq: EER 7660. Discriminant analysis, profile analysis; placement and classification problems; component and factor analysis. Supporting topics and techniques; transformation of variables, computer usage. (Y)

EDUCATIONAL HISTORY AND PHILOSOPHY (EHP)

EHP 9600  Doctoral Seminar in Philosophy of Education. Cr. 3.

Prereq: formal admission to a doctoral program in education; for doctoral students majoring in other areas only. Systematic study of the field of philosophy of education. (Y)
EDUCATIONAL PSYCHOLOGY (EDP)

EDP 9310  Doctoral Seminar in Educational Psychology. Cr. 3.

Prereq: formal admission to a doctoral program in education. For doctoral majors in other areas of concentration only. An examination of psychological concepts relevant to the development and carrying forward of the work of the schools. (Y)

EDUCATIONAL SOCIOLOGY (EDS)

EDS 9620  Doctoral Seminar in Educational Sociology. Cr. 3.

Prereq: formal admission to a doctoral program in education; for doctoral majors in other areas of concentration. Basic concepts of sociology applied to contemporary education. (T)

TEACHER EDUCATION (TED)

TED 9130  Doctoral Seminar in Curriculum and Instruction. Cr. 3.

Prereq: formal admission to a doctoral program in education. An examination of curriculum theory and concepts that apply to the development of content and instructional strategies relevant to contemporary education. (T)

SYMBOLS AND ABBREVIATIONS USED IN COURSE LISTINGS

Course offering frequency: Parenthetical letters at the end of course descriptions identify the term and frequency courses will be offered.

(T)  Offered every term.

(Y)  Offered at least once every academic year (Fall or Winter, not Spring/Summer)

(F)  Offered Fall Term.

(W)  Offered Winter Term.

(S)  Offered Spring/Summer Term.

(B)  Offered every other year.

(I)  Offered irregularly
Cr. Credit: The amount of credit is indicated by the number following the abbreviation.

Max. Maximum: Course may be re-elected to the maximum credit indicated.

Prereq Prerequisite: Course must be preceded by the indicated course or courses or other requirements.

Coreq. Corequisite: Course must be accompanied by the indicated course or courses.