OVERVIEW OF THE COUNSELOR EDUCATION AND SUPERVISION PROGRAM

The Counselor Education and Supervision (CES) Program offers the master’s degree in Clinical Mental Health Counseling and School Counseling as well as the Ph.D. degree. These three 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 North Central Association of Colleges and Secondary Schools and the College of Education, Health, and Human Services is accredited by the National Council for Accreditation of Teacher Education.

MISSION AND OBJECTIVES

Building on a long tradition of academic excellence, the mission of the Counselor Education and Supervision (CES) program at Kent State University is to prepare research-informed and ethically sound counselor educators who conduct research, supervise, teach, and provide leadership. The CES program also facilitates their advancement as clinicians.

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

- to deliver the high quality doctoral education required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP);
- to provide students with a sound knowledge base in counselor supervision;
- to assist in developing the professional identity of students and to help them become leaders in and advocates for the counseling profession;
- to provide students with a sound knowledge base of teaching and pedagogy in counselor education;
- to provide students with a sound knowledge base of quantitative and qualitative research methodologies, instrument design, along with the skills needed to contribute to the body of scholarly literature in the counseling profession;
- to have students gain knowledge and skill in developing, implementing, and analyzing a unique research project via their dissertation;
- to provide students with an advanced theoretical basis for counseling practice;
- to provide students with an extensive practicum experience in an on-site, state-of-the-art facility serving clients from a multicultural and pluralistic society; and
- to prepare students who have not already met the requirements of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (CSW&MFTB) to become licensed as Professional Counselors.

CHARACTERISTICS OF THE PROGRAM

1. The program is diverse in nature. The age range of our doctoral students extends from the mid-20 to the mid-50’s. Professors represent various points of view in terms of philosophy of human services and modes of practice.
2. The program reflects its identity within the College of Education, Health, and Human Services. That is, it is devoted to the problems of daily living. Our focus is on situational crises, decision making, self-enhancement, social skills, adaptation to loss or to changed circumstances, career planning and changing, interpersonal relations, anxiety, loneliness, and other issues which most persons face during their lifetime. Preparation, however, also considers problems of daily living within the context of mental and emotional disorders.
3. There is a common base of knowledge, attitudes and skills that is expected of all our students. This appears in the prerequisites to the program and in the doctoral core requirements.
4. Professional identity in counseling is fostered through mentoring, through involvement with professional organizations and activities, through participation in conferences and conventions, and through collaborative scholarship with professors and other students.
5. The curriculum of studies includes the development of skills to be of direct service to clients, the development of theory and research competencies, and the development of instruction and supervision competencies.
6. The practitioner aspect of the program integrates both theory and application. Students are presented with successive approximations to counseling practice through in-class activities, then through controlled practica, and finally internship, all under supervision.
7. Knowledge about oneself is maximized with experiential learning. Practicum and other hands-on experiences are laboratories for testing of one’s skills, for confirming or disconfirming one’s strengths and weaknesses, for identifying biases, and for developing professional integration.
8. Our teaching model assumes that the student is an active participant, not a passive learner. Therefore we expect receptivity to supervision; willingness to test one’s assumptions and hypotheses; readiness to share insights and information with one’s student colleagues; solicitation of feedback and critique; and willingness to consider and try out alternative behaviors.

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 and School Counseling as well as the Ph.D. program in Counselor Education and Supervision. To this end, letters advertising the Clinical Mental Health Counseling and School Counseling master’s degree programs are sent to all liberal arts colleges in Ohio and the two historically Black universities in Ohio, i.e., Central State University and Wilberforce University, both located in Wilberforce, Ohio. With regard to the Counselor Education and Supervision doctoral program, an announcement for graduate assistantships or teaching fellowships is placed in Counseling Today each fall noting that Kent State University is an Equal Opportunity / Affirmative Action Employer and letters advertising the doctoral program are sent to Historically Black Universities 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 and the doctoral program through Counselor Education and Supervision 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 disabled veteran.
CES PROGRAM COMMITMENT TO DIVERSITY

The Counselor Education and Supervision program 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 each individual 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 Counselor Education and Supervision program prohibits discrimination against any person on the basis of race, religion, color, sex, age, national origin or ancestry, citizenship, 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. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of 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 2005 ACA Code of Ethics:

Counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/ partnership, language preference, socioeconomic status, or any basis proscribed by law.

Counselors do not discriminate against clients, students, employees, supervisees, or research participants in a manner that has a negative impact on these persons.

NOTE: On every CES syllabus it states: “If students continue to be enrolled in this class past the 15th day of the term, it signifies that they support and are committed to uphold the CES Program Commitment to Diversity”.

RETENTION OF STUDENTS

The CES doctoral program works with students who desire to have the professional identity of counselors. As part of the effort to acculturate students to professional behavior, students are reviewed at least once a year to evaluate their progress in the development of a professional identity. Students are reviewed along the following dimensions: (1) potential success in forming effective interpersonal relationships; (2) aptitude for graduate study including technological competencies and computer literacy; (3) career goals in relationship to the program; (4) openness to self-examination; (5) openness to personal and professional development and (6) ethical and professional behavior. If faculty believe a student is experiencing difficulty on any of these dimensions, a meeting may be scheduled with the student and advisor or co-advisors to discuss ways of responding to concern(s) or to possibly consider the appropriateness of the student for the CES doctoral program.

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 or not to provide the letter. Endorsements will be written only if the student’s program of studies in fact prepared him or her for the position or credential in question.

CES PROGRAM STATEMENT OF EXPECTATIONS

- The Kent State University (KSU) Counselor Education and Supervision (CES) Program is charged with the task of preparing individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The KSU CES Program attempts to establish a learning community where students can develop professionally. We 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, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one’s academic performance and one’s ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, demonstrate ethical and professional behavior, and be able to express feelings appropriately.
- It is the expectation of CES faculty members that students are professional. CES faculty members especially expect professionalism in the classroom. Therefore, disrespectful behaviors, gestures, or comments will be addressed and considered in student retention. An example of disrespectful or unprofessional behavior within the classroom includes, 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, Myspace, e-mailing etc.), having cell phones turned on, not completing reading assignments, talking in class to others while other are speaking, not being on time to class, gossiping, not adhering to ACA Code of Ethics, etc. The CES faculty members expect 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.
- CES faculty members are responsible for using and infusing current research. In turn, students are expected to use current research when presenting, writing papers, publishing articles, etc.
- It is the role of the CES faculty to prepare students for professional employment and to assist them in obtaining skills and knowledge relative to continued professional development.
CHARACTERISTICS OF APPLICANTS ADMITTED TO THE PROGRAM

We have compiled some information about individuals admitted to the CES doctoral program that may be helpful to other individuals who are considering whether to make application.

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<tr>
<th>Year</th>
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<th>Female</th>
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<td>2013-2014</td>
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APPLICATION, ADMISSION, AND ADVICE

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 and click “apply online”. If unable to apply online, please contact the CES Doctoral Program Coordinator. Both KSU College of Education, Health, and Human Services requirements and CES Program requirements must be met for admission. Quantitative eligibility requirements include a graduate GPA of 3.5 or higher and performance on the Graduate Record Examination (GRE). For individuals who took the GRE prior to August 2011, scores were between 200-800; in this situation, the CES Program requires a minimum of 550 verbal. GREs after August 2011 are on a scale from 130-170; the CES requires a 153 verbal or higher. While it may be possible to be admitted with somewhat lesser quantitative data, other qualifications such as work experience, professional achievements, letters of reference, interviews, etc., then become increasingly significant in the determination of admission. Additional CES application procedures include:

1. Applicants complete a data form supplementary to the College of Education, Health, and Human Services forms.
2. Applicants are interviewed by the Coordinator. During this time applicants will complete a Preliminary Written Exam. Applicants will also interview with faculty of the CES doctoral program.
3. 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 relevant interpersonal relationships in individual and small-group contexts; (b) aptitude for graduate study including technological competencies and computer literacy (see note below); (c) career goals in relationship to the program; (d) openness to self-examination; (e) openness to personal and professional development, and (f) each applicant’s career goals and their relevance to the program. NOTE: Technological competence and computer literacy include using technology to develop web pages, presentations, and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the internet; being able to subscribe and participate in and sign off counseling related listservs; and using the internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).

   • NOTE 1: Student must have completed curricular experiences equivalent to the CACREP entry-level standards and curricular requirements of a specific CACREP program area before beginning doctoral-level counselor education coursework. The CES faculty will work with applicants to determine if their prior education is equivalent to CACREP standards.

   • NOTE 2: Technological competence and computer literacy include using software to develop web pages, presentations, and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the internet; being able to subscribe and participate in and sign off counseling related listservs; and using the internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).

4. Applicants admitted to the CES doctoral program are expected to return a post card indicating whether or not they intend to matriculate in the program.

Advisor: 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 second semester of study.

EMPLOYMENT OF GRADUATES

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

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

The Ohio Counselor, Social Worker, and Marriage & Family Therapist Board, will not accept grades lower than a B Minus. Therefore, if students earn a “C+” or lower in a class, they would have to repeat this class. The CES faculty also adopted this standard for the school counseling program and CES doctoral program. Any course that is required for professional counseling (PC) or school counseling licensure (and in turn the CES doctoral program) must have an earned grade of “B minus” or higher. It is also important to note that pass/fail (or “S” / “U”) courses follow the policy that a grade of “S” or “Pass” is comparable to a “B Minus” or better. Please consult individual course syllabi for further grading policies.

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 year 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, i.e., 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. These include: theory, teaching / pedagogy, scholarly activity, supervision, teaching, leadership / advocacy, provision of direct service to clients, and professional identity. In addition, the program is structured so that students develop one or more areas of special knowledge.

The expectation is that doctoral students will be prepared with entry-level knowledge and skills in their master's degree program, and that advanced work in basic areas and specialization will occur at the doctoral level. Advisors will check to see that students have completed the coursework for the Professional Clinical Counselor license in Ohio.

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 clinical 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
- 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 104 semester hours of study, including approved master’s level work but excluding dissertation credit. Following are the coursework requirements and options comprising the doctoral program in CES.

Program Core (24 semester hours). This is designed to develop the counselor identity of the doctoral student, and to offer advanced training in fundamental areas.

- CES 80090: Doctoral Residency Seminar
- CES88168: Advanced Counseling Theories
- CES 88281: Research Seminar in CES
- CES 88284: Supervision of Counseling
- CES 78538: Advanced Multicultural Counseling
- CES 88294: College Teaching in CES
- CES 78536 or 87571: An advanced practicum (individual or marriage/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 78128: Individual Appraisal in Counseling

Specialization in the CES Major (at least 9 semester hours). The specialization area is a joint student and advisory committee decision structured around the following principles: (a) that courses be organized around a theme or focus, (b) that courses have a depth beyond the eight (entry-level) CACREP core curriculum areas, and (c) that the specialization reflects the student’s professional goals and interests. We try to design specialization areas flexibly to meet the objectives of individual students and the needs of various work settings, and to maintain the integrity of particular fields of practice. Typical areas of specialization include:

- individual and/or group counseling
- research
- education and supervision of counselors
- couples and family counseling
- multicultural counseling
**Additional Coursework** (at least 6 semester hours): You will choose electives to give greater depth or breadth to your program. Electives may be chosen in any area within or outside of counseling; for example, outside areas might include family studies, health education, etc.

**Program Minor or Interdisciplinary Cognate** (optional). A minor or interdisciplinary cognate is not required and is optional; the decision is made jointly by the student and her/his advisory committee. A program minor or interdisciplinary cognate is a discipline-based or thematically planned sequence of study outside the offerings sponsored by the Counselor Education and Supervision Program, but clearly related to it. Minor areas might include areas like administration and organization development, and family and consumer studies. Illustrative interdisciplinary areas might include adolescence, human sexuality, and health and wellness.

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

**Internship** (at least 6 semester hours). 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. Such additional work may well be engaged in early in the student’s doctoral program.)

- The doctoral internship is a culminating experience, with no more than nine hours of coursework (excluding dissertation) to be completed. 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.
- Internship activities may include teaching, supervision, research, administration, counseling, consulting, and/or other professional activities related to Counselor Education and Supervision. The doctoral internship must include at least 240 hours of direct service. Direct service includes counseling, clinical supervision, scoring and interpreting tests, and doing psychoeducation in groups.

**Dissertation** (at least 30 semester hours over two terms). The dissertation is an empirical, qualitative, philosophical, theoretical, or historical investigation on a topic consistent with this program and with faculty scholarly pursuits. Students are expected to be familiar with procedures for entering data into a computer and for analyzing the results.

### 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 in the field of counseling, counselor education, and supervision than can be completed in an individual course. 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. Application and clearance for the comprehensive written and oral examination occurs through the Graduate Student Services Office (418 White Hall).

The Comprehensive Exam Application Packet is to be completed and submitted to the Graduate Student Services Office at least one month prior to the dates for the written portion, in order to initiate the application process and is available in the Graduate Student Services Office (418 White Hall). At the time the student applies for the comprehensive examination, she or he will also form the comprehensive examination committee. For the “written portion” of the examination this committee includes two CES advisors (identified in the Comprehensive Exam Application Packet) and for the “oral portion” of the examination this committee includes two CES advisors and may include one “outside” faculty member (from “outside” the CES Program, also identified in the Comprehensive Exam Application Packet). Upon successful completion of the “written portion” and “oral portion” of the comprehensive examination, the student may register for (or be registered for) CES 80199 Dissertation I.

In the CES Ph.D. program, students complete a three-day “written portion” of the comprehensive examination (students must use a computer to complete this portion of the examination) in a proctored setting. Students will have a maximum of four hours (total) each day to write their responses. The two CES faculty advisors help prepare the student for the five areas to be covered on the “written portion” of the examination. The CES faculty advisors write and grade the “written portion” of the examination. Both CES faculty advisors must indicate a satisfactory performance on the “written portion” of the examination before the student can schedule the “oral portion” of the examination. For the student to successfully complete the oral examination both CES advisors must agree that the student passed the oral examination.

Each semester the rooms used for the comprehensive examination may change; as a result, once notified of being cleared to sit for the comprehensive examination the student needs to contact the CES Program Office (310 White Hall, 330-672-2662) to be informed of the exact location of the “written portion” of the examination. The comprehensive examination will be offered two times during the academic year: in January and in August. Exact dates will be posted in the Counselor Education and Supervision Office, 310 White Hall, at the beginning of the academic year (September of each year).

Once the “written portion” of the examination has been completed, the two advisors from the CES Ph.D. program may determine that the student has successfully passed the written examination and is ready for the oral examination, or they may determine that there is a deficiency and that a re-writing is necessary. A deficiency is thought to exist when one or more of the five answers are graded as unsatisfactory. See the following flowchart for an explanation of the comprehensive examination process.
There are five areas of the CES Doctoral Comprehensive Examinations:

- Counseling (Day 1; 2 hours)
- Teaching (Day 1; 2 hours)
- Supervision (Day 2; 2 hours)
- Foundations of Professional Identity (Day 2; 2 hours)
- Research and Scholarship (Day 3; 4 hours)

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.
- Grading will be based on content (e.g., accuracy and thoroughness of information) AND form (e.g., written clearly, good grammar and spelling, etc.).
- Students must adhere to APA style (6th Edition).
- Students are expected to appropriately cite at least six different scholarly sources in each area. Students will need to memorize all citations for this examination. However, full references will not need to be memorize, only name and date of citations are needed, e.g., “Baker (2008)”.
- 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.
- Begin preparing at least six months before the examination. Dedicate considerable time (e.g., 10-20 hours each week) for studying. This is NOT a time for cramming.

When studying, please refer to the 2009 CACREP doctoral standards. The examinations in CES have been developed around the 2009 CACREP doctoral standards. In addition, the following questions have been developed to help students study for five sections of the written comprehensive examinations.

**Section I: Counseling (Day 1; 2 Hours to Complete):** Compare and contrast three major counseling theories. Ensure that the three theories you choose are distinct from each other. Please include the following in your response:

- brief scholarly description of each theory (e.g., descriptions of health and psychopathology, role of the counselor, etc.)
- a description of techniques related to each theory
- strengths and weaknesses of each theory
- applicability to multicultural populations of each theory
- specific ways you might evaluate the effectiveness of each theory
- utilization of each theory in crisis situations
- outcomes or effectiveness of each theory

**Section II: Teaching (Day 1; 2 Hours to Complete):** Respond to the following regarding teaching in a graduate level counseling program:

- Briefly describe your philosophy of teaching that is supported by scholarly literature.
- Identify how you would deliver content in a large class (e.g., 40 students) and how the delivery would be congruent with your philosophy of teaching.
- Identify how you would deliver content in a seminar class (e.g., 20 students) and how the delivery would be congruent with your philosophy of teaching.
- Identify assignments for this course and how these assignments would be congruent with your philosophy of teaching.
- Critique your above responses for pedagogical strengths and weaknesses.
• Identify the ethical, legal, and multicultural issues associated with being the instructor of record in a course.
• How would you evaluate whether your teaching was effective?
• How would you infuse technology in your teaching?

Section III: Supervision (Day 2; 2 Hours to Complete): Please provide a brief (thorough yet concise) description of the purposes of clinical supervision.
• Compare and contrast three models of clinical supervision. Choose one model from each of the following areas:
  o Psychotherapy Theories of Supervision: Psychodynamic Supervision, Person-Centered Supervision, Cognitive-Behavioral Supervision, Systemic Supervision, Narrative Approach, Adlerian, Solution-Oriented, etc. approaches to Supervision
  o Developmental Approaches to Supervision: Integrated Developmental Model; Ronnestad and Skovholt Model; or Loganbill, Hardy, and Delworth Model
  o Social Role Models of Supervision: Discrimination Model, Hawkins and Shohet Model, or Holloway Systems Model
• When comparing and contrasting these three models, please respond to the following:
  o brief scholarly description of each model
  o a description of the roles for the supervisee and supervisor and a description of the supervisee-supervisor relationship
  o applicability of each model to multicultural populations
  o the legal and/or ethical considerations for each model
  o specific ways you might evaluate the effectiveness of each model

Section IV: Foundations of Professional Identity (Day 2; 2 Hours to Complete): According to CACREP (2009) “it is expected that doctoral students will have experiences designed to help them... develop an area of professional counseling expertise” (p. 53). This question infuses the notion that you have obtained a level of expertise in a particular area in counseling, you have provided a level of leadership in the counseling profession, and you can critique / evaluate the effectiveness of services you deliver. Please address the following:
• In one sentence, identify a leadership position in the counseling profession that you could see yourself obtain within the next 10 years (e.g., President of the Ohio Counseling Association, President of Ohio Association for Counselor Education and Supervision, Coordinator of a counselor education program, etc.).
• Present a clear definition of the area in which you have expertise.
• Briefly describe a program that could be developed within your area of expertise and how you would evaluate that program in order to serve the constituents of your identified leadership role.
• How would you infuse your area of expertise in your leadership role? When answering this question, please address the following:
  o A theory (or theories) of leadership that would inform your professional leadership role.
  o How would you advocate for the group your leadership role serves?
  o What multicultural considerations need to be accounted for while infusing your area of expertise in your leadership role?
  o Why and how the group you are serving in your leadership role would benefit from your area of expertise in times of crisis.

Section V: Research and Scholarship (Day 3; 4 Hours to Complete): Note: Students will have a maximum of four hours to respond to this portion of the examination. Be prepared to fully respond to all of the below areas:
• Area 1: Quantitative Research:
  o When is it appropriate to use a quantitative design?
  o Explain when you would use a univariate versus a multivariate analysis.
  o What are the benefits and limitations of quantitative research?
  o Describe at least two issues affecting internal validity of a quantitative study.
• Area 2: Qualitative Research:
  o When is it appropriate to use a qualitative design?
  o Explain when and how you would use a grounded theory versus a phenomenological analysis.
  o What are the benefits and limitations of qualitative research?
  o Describe at least two issues affecting the trustworthiness of a qualitative study.
• Area 3: Instrument Design: Describe an instrument (e.g., survey, objective personality inventory, diagnostic screening, symptom checklist, etc.) that might be used in a quantitative research study. Describe issues related to instrument design that should be considered when evaluating the appropriateness of the instrument for a quantitative research study, e.g., theoretical considerations in designing the instrument, use of norming groups, multicultural issues, issues of reliability and validity, etc.
• Area 4: Research Development: Organize and plan a qualitative, quantitative, or “Q” research study in the area of counseling or counselor education. Specifically, describe the following:
  o A brief overview of the literature that suggests support for the research topic and purpose of the study
  o The specific research question(s) addressed by the study
  o A description of the research design, e.g., sample, instruments, procedures, and analysis.

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. Nineteen divisions of the ACA specifically cater to the following populations/issues:

- Assessment in Counseling and Education
- Creativity in Counseling
- Career Development
- Rehabilitation Counseling
- Multicultural Counseling & Development
- Specialists in Group Work
- Mental Health Counselors

- Counselor Education & Supervision
- Humanistic Education & Development
- School Counseling
- Employment Counseling
- Addictions & Offender Counselors
- Spiritual, Ethical, & Religious Values in Counseling
- Social Justice
Students are urged to join ACA as well as the state branch (OCA). Membership in these organizations is for the purpose of helping to establish the identity of a counselor. Membership 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 journals, and participation at conventions are encouraged. Faculty members are pleased to talk with students about the possibility of becoming active in these organizations.

Chi Sigma Iota, Counseling Academic and Professional Honor Society International, has a chapter, Kappa Sigma Upsilon, at Kent State University. The chapter sponsors continuing education and social activities. The chapter is open to students who have completed one full semester of full time course work in counselor education 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.

STUDENT ACADEMIC MISCONDUCT

The University’s Administrative policy regarding student cheating and plagiarism is included in the University Policy Register.

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. 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 Development
  - 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)
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. 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:

**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 acceptable 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 Time Lines 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. 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. (policy3342-3-01.8)

Cheating is considered to be unethical by Kent State University. However, overtly cheating (e.g., looking off another students 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. (policy3342-3-01.8)

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., ¶2)

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).”

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 go ahead and 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 Community Counseling, School 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

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 disabled veteran.
Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this program, please contact your instructor as soon as possible to discuss your needs. Student Disability Services is the organization on campus which can help with special accommodations (e.g., extended exam time). You may wish to contact Student Accessibility Services at 330-672-3391 to verify your eligibility and the options for accommodation related to your disability.

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 $12,000 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.

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. There are approximately 19,000 undergraduate students and 5,000 graduate students enrolled from all 50 states and 100 countries.

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. Special transportation services and accessible facilities open the campus to individuals with disabilities. In addition, Student Accessibility Services provides assistance to students with varying degrees and types of disabilities in order to maximize educational opportunity and academic potential.

A wellness program exists for the benefit of the Kent State community, and many recreational and athletic opportunities are available to students. A full range of cultural activities is also available to students. The University maintains a graduate level residence hall with single rooms and one and two bedroom apartments for married students and students with families.

Students in need of personal counseling are encouraged to use the University Psychological Services (UPS). UPS is located in the DeWeese Health Center on campus. To make further inquiries call 330-672-2487. There are other community based mental health agencies in Kent, Ohio. University Psychological Services (or a CES faculty member) could help with referrals.

Instructional Resource Center (IRC): 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 and transparencies, print posters, or any other IRC services, please call 672-2256, or come to room 221. Below is a list of some IRC services:

Computer Labs: There are three computer labs in the College for classes and individual use. Each lab has 20 student computers, a teacher station, and projection equipment. Internet access and Microsoft Office are available in all labs. The labs are open for individual use during the hours not scheduled for classes. Class times are posted near each lab and can change weekly. Typical hours of operation are 8:30am - 8:00pm Monday - Thursday and 8:30 - 5:00pm on Friday.

Four computer laboratories and two mobile labs are maintained for student use:

- Mac & Windows Lab, located in room 203 (22 computers + teacher station + SmartBoard)
- Windows Lab, located in room 205 (24 computers + teacher station + SmartBoard)
- Windows Lab, located in room 211 (29 computers + teacher station)
- Windows Lab, located in back of IRC / 221B (24 laptop computers + teacher station + SmartBoard + Digital Presenter)
- Mobile Labs: The Dell Cart has 20 laptops (with printing capabilities) and the Mobile Netbook Cart has 20 netbooks available for faculty use.

Curriculum Materials: Over 10,000 computer, CD-Rom, print, and media titles covering all levels of education and related areas are included in the collection. Assessment materials are available to students in specific classes. Faculty may place materials on reserve for students to access. Students with a valid KSU ID may borrow most materials free of charge for a one-week period. Fines are charged for materials returned late.

Printing: Printing may be done in any lab in the IRC through the UniPrint system with a flash card. Color printing is available through the 221 service desk and can be accessed from any computer in White Hall. Copies can also be made from print materials.

Flex Lab: Windows and Macintosh computers are available for special projects in this lab. The room can also be used for short term computer classes.
with addition of a wireless computer lab. Scanning, video digitizing, CD-Rom and DVD burning, and printing are available. Student access to this lab is controlled.

Tech Services Group: Tech Services provides computing resources to departments, faculty, staff, and students. These resources include access to the following: e-mail; networked printers; word processing; databases; spreadsheets; presentation software; and the Internet. Support also includes installation of new software, troubleshooting hardware and software problems, and updating virus signatures.

Production Facilities: Materials may be purchased or borrowed for creating posters, bulletin boards, and other materials. Both Windows and Macintosh computers with scanners are available for desktop publishing activities. Software such as Microsoft Office, OmniPage, PowerPoint, and PhotoEditor are provided. Facilities also include a roll laminating machine, desktop publishing, lettering aids, a GBC binder for binding reports, a color copier/printer, and overhead transparency production. In addition, computer diskettes, zip disks, recordable CD's and VHS videotapes and other supplies for creating instructional materials can be purchased.

Equipment: All classrooms in White Hall are equipped with a computer with display capability, internet access, and video playback equipment. Many classrooms have electronic Smart boards as well.

Bureau of Research Training and Services (BRTS): Graduate students involved in research may use the services of the BRTS. The following services are provided: tape transcription and coding, computer data entry and analysis, and computer network services and consultation for programming and data analysis. The Bureau is located on the 5th floor of White Hall, room 507. (Accessible on the east side of the building.) For more information call 330-672-7918.

Graduate Student Senate: The College of Education, Health, and Human Services has a Graduate Student Association in Education which considers the concerns of the student body and transmits them to various faculty and administrative groups on campus as appropriate. Each program area has its own representative.

The University also has a Graduate Student Senate, which performs a similar function at the campus-wide level. The CES Program has had a representative to the Graduate Student Senate.
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:

Jane Cox, CES Doctoral Program Coordinator
310 White Hall, Kent State University, Kent, Ohio 44242
(330) 672-0698; FAX # (330) 672-2472 - jcox8@kent.edu

The Graduate Schools Catalog and general information are available from: Director of Graduate Education, 418 White Hall, Kent State University, Kent, Ohio 44242, (330) 672-2576; FAX (330) 672-9162

PRIMARY / CORE CES FACULTY

JANICE BYRD, Ph. D., Assistant Professor
Janice Byrd earned her Ph.D. in Counselor Education and Supervision from the University of Iowa. Janice has previous experience as a school counselor and career counselor, and teaching and mentoring youth. Her research interests include best practices in school counseling, career counseling, and social justice and advocacy for historically marginalized populations.

JANE A. COX, Ph. D., PCC-S, Associate Professor & CES Doctoral Program Coordinator. Jane Cox completed both her master’s degree in Community Counseling and doctoral degree in Counselor Education and Supervision at Kent State University. Prior to coming to KSU, Dr. Cox was an Associate Professor and department chair in the Counselor Education and School Psychology department at the University of Toledo. Dr. Cox also worked as a faculty member and part time staff clinician in a counseling center at Southern Illinois University Carbondale. Her areas of scholarly interest include the use of: social construction concepts to counseling practice and the training of counselors; narrative and solution-focused therapies with individuals, couples, and families; and collaborative methods for supervision. Dr. Cox also serves as the coordinator of the CES doctoral program.

JENNY L. CURETON, Ph. D., Assistant Professor Jenny 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. Her areas of interest and expertise include crisis and trauma and related education/training and career resiliency in marginalized populations. Her experience as a licensed professional counselor includes work in private practice, community-serving clinics, and college settings.

LYNNE GUILLOT MILLER, Ph. D., Associate Professor, CES Clinical Mental Health Counseling & School Counseling Programs Coordinator, Lynne Guillot-Miller earned her Ph.D. in Counselor Education from the University of New Orleans. Her teaching and research interests include school counseling, counseling children, legislative advocacy, and counselor preparation. She has experience as a counselor in college, agency, and school settings.

MARTIN J. JENCIUS, Ph.D., Associate Professor & Doctoral Practicum and Internship Coordinator. Marty Jencius earned his Ph.D. in Counselor Education from the University of South Carolina and started his academic career at Columbus State University before coming to Kent State University in 2000. He is founder and list manager for CESNET-L, a professional listserv for counselor educators and co-founding editor of The Journal of Technology in Counseling, a web-based, peer reviewed journal. He was producer of CounselorAudioSource.Net, a weekly podcast for counselors and counselor educators. In 2009 Dr. Jencius created the Center for Counselor Education in Second Life, a virtual world environment used for professional development and conferencing. His advancement of the use of technology in the counseling profession has led to him being awarded the 2010 American Counseling Association Professional Development Award and the 2010 Ohio Counseling Association Herman J. Peters Award. He is current president of the North Central Association for Counselor Education and Supervision. He has traveled to Turkey, Singapore and The Bahamas pursuing his interests in multicultural counseling training, counselor education pedagogy, and the use of technology in counseling.

JASON M. McGLOTHLIN, Ph.D., PCC-S, Associate Professor &CACREP Liaison. Jason McGlothlin earned his Ph.D. in Counselor Education and Supervision from Ohio University and is currently a Professional Clinical Counselor with Supervisory endorsement (PCC-S) in Ohio. Prior to joining the KSU faculty, he practiced in clinical mental health counseling agencies, private practice, and suicide prevention/hostage negotiation facilities. Dr. McGlothlin has had a variety of local, state, and national leadership positions in the counseling profession. His current areas of teaching, publication, and research include the assessment, prevention, and treatment of suicide; and counselor education accreditation. Dr. McGlothlin also serves as the coordinator of the Clinical Mental Health Counseling and School Counseling programs.
**ALMA J. MOORE, M.A.Ed., L PCC-S, NTT Faculty** Alma Moore earned her master’s degree in Clinical Counseling at Malone 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 Chair of the Bylaws Committee and Treasurer of the Ohio Association for Spiritual, Ethical and Religious Values in Counseling for the Ohio Counseling Association. Alma is a doctoral candidate in the Counselor Education and Supervision program at Kent State University, and her research interests include the use of supervision contracts with counselor trainees and doctoral students’ gatekeeping experiences in counselor education and supervision.

**CYNTHIA J. OSBORN, Ph.D., PCC-S, Professor.** Cynthia Osborn earned her Ph.D. in Counselor Education and Supervision from Ohio University in 1996 and joined the CES faculty at Kent State University in 1997. She is licensed in Ohio as a Professional Clinical Counselor (with supervisory endorsement; PCC-S) and a Chemical Dependency Counselor (LCDC-III), and her clinical background is with persons co-occurring disorders (mental illness and substance use). Research activity, publications, and presentations are in the areas of substance abuse/chemical dependency (including college alcohol misuse, and counselors’ perceptions of addiction), motivational interviewing, solution-focused counseling, leadership in counseling, and counseling supervision.

**BETSY J. PAGE, Ed.D., PCC-S, Associate Professor, IRB Representative** Betsy Page earned her doctoral degree from the University of Maine in 1996. Her teaching and research interests include group work, clinical supervision, assessment, and diagnosis. She has experience as a counselor and supervisor in community and school settings. Dr. Page is licensed in Ohio as a clinical counselor and as a supervising counselor.

**J. STEVE RAINEY, Ph.D., Assistant Professor, Master’s Practicum & Internship Coordinator.**
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.

**CASSANDRA A. STORLIE, Ph.D., Assistant Professor & Chi Sigma Iota Advisor.** Cassie Storlie earned her Ph.D. in Counselor Education and Supervision from the University of Iowa. Cassie has gained extensive clinical experience in inpatient mental health and substance abuse settings, community support programs for individuals with severe and persistent mental illness, and also as employee assistance program counselor. She has served in state and regional leadership roles for counseling organizations throughout the Midwest. Her research interests include best practices in career counseling and social justice for marginalized populations, specifically undocumented Latino students and individuals diagnosed with mental illness.

**CONTRIBUTING CES FACULTY**

**DONALD L. BUBENZER, Ph.D., PCC-S, Emeritus Professor.** Donald Bubenzer earned his doctorate in counselor education from Ohio University in 1976 and joined the Kent faculty in 1984. For him the draw to being a faculty member was that he could work with others in a place that valued thought, reflection, learning and service in relation to the well-being of society and the world. Don has found Kent State to be a place where faculty, students, staff, and administrators come to make a contribution, and not just to further their careers. With these colleagues he came to believe that education is as much about valuing as it is about knowledge and skills; that building the capacity for leadership is critical to our future; and that there is a need to assume responsibility for how we describe our lives, i.e. the stories we tell ourselves, each other, and the world in which we live—for it is in these descriptions that we draw forth life’s possibilities. Currently much of his scholarly, instructional, and administrative work is even to the exploration of the above ideas.

**MARK L. SAVICKAS, Ph.D., PCC, Adjunct Professor, Professor, Behavioral Sciences in Medicine, NEUCOM.** Mark Savickas earned his Ph.D. in Counseling and Personnel Services from Kent State University in 1975. He is Chairperson of the Department of Behavioral Sciences at the Northeastern Ohio Universities College of Medicine. He is a fellow of the American Counseling Association and since 1999 has served as editor for the *Journal of Vocational Behavior*. He is an adjunct professor in the department and has been making a primary contribution for over two decades in the area of career development and career education.

**JASON L. MILLER, Ph.D., PCC-S, Director of the Counseling Center.** Jason Miller earned his Ph.D. in Counselor Education from the University of New Orleans. Before becoming Director of the Counseling Center at Kent State, he taught at Mississippi State University. He has counseling experience in various mental health agencies, schools, and assisted living facilities as well as administrative and counseling experience in university-based counseling clinics. His current research interests include specialized accreditation and professional identity of counselors.
JOHN D. WEST, Ed.D., PCC-S, Emeritus Professor. John West earned his and guidance from Idaho State University. Prior to joining the faculty at Kent State, he taught at Louisiana State University and at the West Virginia College of Graduate Studies. His current scholarly interests include the study of social construction theory and its application to practice. He also holds an LPCC license in Ohio. (Caption of Dr. West and his dog Maggie)