



# PhD in Counseling Student Handbook

2019-2020

Department of Counseling  
College of Education and Human Services  
Montclair State University



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# MONTCLAIR STATE UNIVERSITY

College of Education and Human Services  
Department of Counseling  
PhD in Counseling Program

October 2019

Welcome to the PhD in Counseling Program at Montclair State University! We are committed to working with you to make this new academic experience a successful one, both personally and professionally.

This handbook is designed to supplement the Montclair State University Graduate School Doctoral Policy Manual and accompanying resources (see <http://www.montclair.edu/graduate/current-students/doctoral-students/>). As a result, many policies and procedures set forth on the Graduate School website are not repeated in this handbook, but are binding for PhD students.

The purpose of this handbook is to serve as an overview of policies and procedures of our PhD program, as well as set forth your rights and responsibilities. Answers to questions most frequently asked by students are found in this document. Please review the handbook carefully and keep it within easy reach, as you will find important information, policies, and requirements for which you are responsible. Please stay in touch your temporary advisor, doctoral program directors, or any doctoral faculty member as you read the handbook and get started with the program. We are here to help.

We have attempted to include the most current information in this handbook, however sometimes there are procedural changes that take place during the year. Please review messages and information we may send to you about changes that may have been instituted since your admission. Changes in policies and procedures made by the Counseling faculty will be shared via e-mail and our Counseling PhD Students Community in Canvas. You will find the most current version of forms you will need throughout the year on Canvas, the Registrar's website, and/or the Graduate School's website. As always, make sure you communicate with your advisor or any faculty member as you make your way through forms and processes.

We look forward to working with you throughout your time in the program

Sincerely,



Leslie Kooyman, PhD, LPE  
Doctoral Program Director



Dana Heller Levitt, PhD, LAC, NCC  
Doctoral Program Director

# PROGRAM INTRODUCTION

## **Our PhD Program's Mission Statement**

*The primary objective of the Counseling PhD program is to prepare culturally responsive scholars, faculty, advanced practitioners, clinical supervisors, consultants, and directors of counseling services in mental health and educational settings, and social justice counseling advocates to be leaders in maximizing the mental health and quality of life for individuals, families, communities, and educational organizations.*

It is the goal of the program to prepare outstanding counseling professionals who: (a) demonstrate multicultural awareness, (b) are sensitive to life developmental issues, (c) can recognize and successfully address mental health needs, (d) are effective social justice advocates who can assist individuals and communities overcome barriers to well-being, (e) are prepared to teach counseling students, supervise practicing counselors, and (f) conduct research and evaluations that make significant contributions to schools, agencies, the counseling profession, and society.

The first cohort of students was admitted into the PhD Counseling program in the fall of 2009. As of August 2019, more than 30 of our students have obtained their doctorates. They have secured positions as faculty members in counseling programs, directors of counseling services or administrators in K-12 and higher education settings, and advanced practitioners and clinical supervisors in community settings.

## **Program Philosophy**

The MSU PhD in Counseling program is committed to:

- Developing Scholar-Practitioners
- Promoting Intentional Diversity
- Fostering Innovation and National Recognition
- Nurturing Community Engagement

Our program affords students a unique student-centered doctoral program experience. Students have the opportunity to develop scholarly expertise, tailored to the student's specific interest, while also learning and engaging in faculty research. Our diverse renowned faculty of scholar-practitioners provide mentoring and advising in research, coursework, and the counseling profession.

The guiding philosophy, goals, policies, and practices of the Counseling program are shaped by its central commitment: to provide learning experiences allowing each graduate to become a fully functioning helping professional in an evolving and diverse world. Inherent in the concept of a fully functioning individual is the notion that emotional and intellectual growth, as well as the worth of each person is emphasized, in addition to academic and professional activities.

## PROGRAM OBJECTIVES

By completion of the program, doctoral students will:

1. Design and conduct scholarly research that yields an understanding of research literature and produce results that will make significant contributions to the counseling profession.
2. Utilize and integrate theory and proficient counseling skills into clinical practice, supervision, teaching, and research.
3. Demonstrate skills in the design and evaluation of counseling related services, academic curricula, and professional policy.
4. Demonstrate cultural competence, leadership, and sound ethical decision making in counseling, supervision, teaching, and consultation.
5. Investigate and be aware of local, regional, national and international social contexts and policies concerning human behavior of diverse populations and provide leadership on advocacy and social justice issues in working with marginalized and disenfranchised populations.
6. Provide leadership and participation in local, state, regional, and national professional counseling organizations and conferences.
7. Develop consistent and ongoing self-motivation towards a path of holistic professional growth and life-long learning in the field of counseling.

## DESIRED STUDENT QUALITIES

Students admitted to the Counseling program are engaged in a professional preparation curriculum, are accepted as professionals-in-training, and are expected to conduct themselves in accordance with professional standards. In this context, a professional is a person engaged in an endeavor which requires advanced training in a body of knowledge that is based on theoretical and applied research, on a set of evidence-based skills, and on ethical standards adhered to by members of the profession.

Doctoral students in Counseling are expected to demonstrate the following:

- Academic aptitude for doctoral-level study
- Previous professional experience
- Fitness for the profession, including self-awareness and emotional stability
- Verbal and written communication skills
- Potential and interest for scholarship, professional leadership, and advocacy

Appropriate to their progress in the sequence of course work, doctoral students are encouraged to display enhancement of the following qualities:

### ***Accountability***

The most respected students and professionals take responsibility for their actions and apply initiative.

### ***Personal and Professional Growth***

The faculty believes that the most effective professionals and students continually evolve, and that one avenue for growth is personal counseling in either a group or individual setting. However, because of the ethical prohibition against dual relationships, students should not expect therapy to

be provided by the program faculty, in courses or otherwise.

### ***Commitment***

The faculty places emphasis on:

- *Equal accessibility*—students are sensitive to the inequities many groups and individuals experience, and embrace a multicultural and diverse worldview.
- *Advocacy*—as appropriate, students advocate at various levels to identify and address potential barriers that negatively impact individuals' access to resources, development, and mental health.
- *A developmental lifespan perspective*—students are aware of the developmental stages of different populations and are committed to lifelong development for themselves and those served.
- *Ethical practice*—students are committed to their ethical responsibilities as counselors, supervisors, instructors, researchers, leaders, and advocates; they aspire to meet the spirit, not simply the mandates, of the *ACA Code of Ethics* (2014).
- *The counseling professional*—participation is encouraged in academic, honors, and other professional counseling organizations, including the American Counseling Association, on national, regional, state, and community levels.

### ***Evolving Personal Philosophy***

The Counseling Program does not espouse a favored theoretical/philosophical approach regarding counseling; the program exposes students to a variety of perspectives and expects students to formulate a personal philosophy of counseling. Students are expected to become capable of designing effective strategies for counseling which consider the nature and purposes of clients and the competencies of the counselor or consultant.

### ***Professional Identity***

Students are expected to be involved in the American Counseling Association and other professional counseling associations relevant to their areas of specialization, to conduct themselves ethically as professional counselors, and identify as members of the counseling profession in multi-disciplinary settings.

### ***Research Orientation***

The doctorate is a research and practice degree. Students will gain a comprehensive awareness of pertinent research during their training, and will develop personal research skills appropriate to their academic and professional goals.

### ***Leadership***

Members of the faculty strive to model professional leadership and to make students aware of leadership opportunities. Membership in the American Counseling Association is strongly encouraged and active affiliation in ACA and ACA divisions and other organizations related to students' goals is strongly encouraged. Students are encouraged to seek out leadership roles appropriate to their interests.

## ACADEMIC TOOLS

Several websites are frequently used in the MSU student community. The Graduate School Doctoral Policy Manual and accompanying resources can be found at <http://www.montclair.edu/graduate/current-students/doctoral-students/>. You should regularly check The Graduate School webpage and its dropdown menu for Current Students when looking for forms and policies: <http://www.montclair.edu/graduate/>

### NEST (Network Engagement and Student/Staff Transactions)

NEST is designed to provide students with a convenient method of registering, accessing their schedules, grades, financial accounts, and more. Students have access to NEST by logging on with their **University NetID and password**. To access NEST and learn about its features, go to <https://www.montclair.edu/red-hawk-central/managing-your-academic-life/registration/how-to-register-for-classes-in-nest/>.

### Canvas

Canvas allows students to manage their courses online as well as to interact with fellow classmates and instructors. Many instructors choose to use Canvas and it is helpful to become adept at using it. Canvas is typically used in hybrid courses and to supplement days when class does not meet in person. Students can log onto Canvas and view any courses in which they are enrolled, as well as access our Counseling PhD Students Community page: <https://montclair.instructure.com/login>.

### Doctoral Lounge

The CEHS Doctoral Student Lounge is located on the 4<sup>th</sup> floor of University Hall, room 4017 and is made available to **doctoral students only**. Students must have a registered MSU ID card to access the lounge. For assistance accessing the lounge, contact the Program Associate and/or the Department Secretary.

## CURRICULUM GOALS & POLICIES

The doctoral program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Previous graduate work must include coursework that reflects the CACREP common core areas of study as listed below:

- Career Counseling
- Counseling Techniques
- Counseling Theories
- Group Counseling
- Human Development
- Legal and Ethical Issues in Counseling
- Multicultural Counseling
- Research Methods
- Testing/Appraisal
- Practicum and Internship

Building on the foundation gained at the master's level of preparation, the learning experiences of the Counseling program include activities that focus on three domains:

1. **Knowledge** – using primarily didactic methods to convey theories and facts.

2. **Skills** – using didactic and experiential methods in conjunction with individual supervision.
3. **Personal Development** – by encouraging self-examination, responsibility, and openness to diverse experiences.

To encourage student growth, faculty strive to meet the following goals:

- Prepare students to work in a dynamic counseling profession and world;
- Train students to be professional *counselors* first and *specialists* second; and
- Immerse students in fundamental knowledge and skills that current professionals deem essential in counseling, counselor education, and counseling supervision.

Based on the above considerations and CACREP standards, the Counseling program serves to address experiential, theoretical, clinical, and research domains. Below is an overview of program requirements along with program planning considerations. Throughout the program, we advise students to consult with their advisors and members of their Advisory Committees in planning their program of study.

## PATH TO DEGREE: PROGRESSING THROUGH THE DOCTORAL PROGRAM

### **Advising and Advisory Committees**

When students are accepted into the program, the Doctoral Program Directors (DPD) will initially serve in an advisory role to help students register for their first fall courses. Soon after, each doctoral student is assigned a Temporary Advisor, who will shepherd the student through the first semester and a half of study. By February 1, 2020, 1<sup>st</sup> year students will submit their choices for an advisor for the remainder of their coursework. The program will notify students of their assigned advisor after that time, at which point the student will select at least two additional faculty to comprise the Advisory Committee. The committee chair and at least one other committee member must hold Counseling program doctoral faculty status. See Appendix A for list of departmental and doctoral faculty.

During the first semester of the program we strongly encourage students to get to know faculty members. It is recommended that you select the members of your advisory committee based on content expertise and relational support. Once the Advisory Committee is finalized, the student and committee members meet to complete an approved *Program of Study* and an *Approval of Advisory Committee* form on or before April 1, 2020.

Members of the Advisory Committee assist students in selecting courses, developing a course of study to reach the student's goals, approving changes to the plan as needed, mentoring students professionally, and working with students until completion of the comprehensive examination. The Committee oversees the comprehensive exam process for the student, including evaluating written responses and conducting the oral portion of the comprehensive exam. Upon successfully passing both parts of the comprehensive examination (written and oral), the Advisory Committee no longer exists and students select a Dissertation Committee.

### **Doctoral Student's Record of Progress**

The PhD program serves both full and part-time students. Students are expected to maintain "normal progress" in their degree programs. It will be up to the student's advisor and the DPDs to define normal progress for each student. Factors to be taken into consideration include, but are not limited to: (a) grade point average; (b) courses successfully completed toward the degree; (c) unresolved

incompletes; (d) progress toward comprehensive examination; and (e) progress towards completion of the dissertation.

Doctoral students, along with the advisor, dissertation chair, and committee members, will submit various forms to document their progress throughout the program. Required program forms are posted on Canvas. The forms generated by the Graduate School are available online at <http://www.montclair.edu/graduate/current-students/doctoral-students>. In each instance, it is the student's responsibility to: (a) initiate the approval process for the forms; (b) secure appropriate signatures; and (c) submit completed forms to the relevant person.

The student's ability to maintain normal progress will be assessed each September during the faculty's annual review of graduate student progress. Refer to p. 18, *Faculty Evaluation of Students' Fitness and Performance*, for additional information.

### **Prerequisite Courses**

Students whose admission into the program is conditional upon the completion of prerequisite courses are required to complete those courses at the start of their matriculation in the program (refer to p. 6 *Curriculum Goals and Policies*). Depending on the actual course(s) needed, students will not be allowed to enroll in the related doctoral level courses until these prerequisites are completed.

Students admitted into the program with the condition that they complete additional internship experiences or coursework may be required to complete them before they can enroll in COUN 812 Counseling Supervision, COUN 824 Internship I: Instructorship, or before engaging in teaching or supervision of students in our master's program.

## DEGREE PROGRAM COURSE REQUIREMENTS

<b>Professional Core Courses (18 credits)</b>		<b>Semester Hours</b>
COUN 808	Advanced Practicum	3
COUN 810	Advanced Counseling Theories and Methodologies	3
COUN 812	Counselor Supervision	3
COUN 814	Advanced Social and Cultural Issues in Counseling	3
COUN 816	Clinical, Leadership and Organizational Assessment	3
COUN 818	Advanced Group Counseling	3
COUN 820	Advanced Career Counseling Techniques & Practices	3

<b>Clinical Experience (6 credits)*</b>		<b>Semester Hours</b>
COUN 824	Professional Internship I: Instructorship	3
COUN 826	Professional Internship II: Fieldwork	3

\*Refer to *Clinical Experience: Overview of Internship* on Canvas for more information.

<b>Research Core (15 credits)</b>		<b>Semester Hours</b>
EDFD 820	Qualitative Methods I	3
EDFD 821	Quantitative Methods I	3
EDFD 822	Advanced Quantitative Methods II	3
EDFD 823	Advanced Qualitative Methods II	3
COUN 822	Research Seminar in Counseling	3

### **Cognate or Elective Courses (9 credits) Semester Hours**

Students complete a minimum of three courses from a discipline that is relevant to the study of counseling, to be approved by the student's doctoral Advisory Committee. Cognate courses create a specialization in a given area beyond general doctoral courses. Examples of such academic areas might include, but are not limited to:

- Advanced school counseling and leadership
- College student development and administration
- Social justice/advocacy for social change in counseling
- Issues of gender and multiculturalism in counseling
- Counseling children/counseling adolescents
- Program evaluation and consultation

<b>Doctoral Dissertation (15 credits minimum)</b>		<b>Semester Hours</b>
COUN 900	Dissertation Advisement	15
<b>TOTAL CREDITS</b>		<b>66</b>

### Doctoral Practicum

All doctoral students are required to complete 100 hours of practicum, 40 hours of which must be direct service. The program has agreements with sites on campus for the practicum placement. Following acceptance to the doctoral program, students engage in a selection and placement process to begin the practicum in fall of the first semester of enrollment. Students will document their hours using appropriate logs, available in Canvas, and signed off weekly by the site supervisor and course instructor. A hard copy of these completed logs must be submitted to the course instructor, and are maintained in the student's permanent file at the end of the practicum experience. The practicum site supervisors are approved by the program as professionals holding a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills. Students receive on average one hour per week of onsite supervision, in addition to participation in weekly group supervision with a faculty member in the accompanying seminar.

### Doctoral Internships

Doctoral internships are planned according to the student's previous experience and professional goals, and approved as a part of the student's doctoral plan of study. All doctoral students are required to complete two doctoral-level internships: a) COUN 824 Internship I: Instructorship, and b) COUN 826 Internship II: Fieldwork. A minimum of 300 hours total in Internship II is required, along with a minimum of 600 total clock hours across the two semesters of Internship I & II. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. Group supervision will be provided by the university during the Internship Seminar throughout the duration of all internship experiences. Liability insurance is required for all internship experiences.

During COUN 824 students co-teach one 3-credit, master's counseling course, other than practicum or internship (which may be co-taught or taught as part of Internship II). The goal of Instructorship is to prepare students to teach master's level counseling courses, and as such students will select a course to co-teach in the master's program curriculum. Students must secure an agreement from a specific instructor to co-teach a specific course **prior to** beginning this course. Specific requirements for Instructorship are further delineated in Canvas.

Over the course of Internship I and II students are to complete experiences in a combination of at least three of the five doctoral core areas (counseling, teaching, supervision, research, and scholarship) as approved by students' Advisory Committees. Students describe the type of work to be completed during Internship II on the *Doctoral Internship II: Fieldwork Application Form*. Please refer to our Canvas page for forms and specific requirements.

## PROGRAM PLANNING CONSIDERATIONS

Below you will find helpful information to consider in planning for progression through the doctoral program.

1. **Students are responsible for:** (a) becoming familiar with the procedures of the University (see the MSU Graduate Catalog and other materials available through the Graduate School); (b) knowing deadlines for registration, add/drop, filing for graduation; (c) meeting with their advisor and using that person for advice and counsel; and (d) getting to know program faculty

during the first semester in the program as it will help when selecting Advisory Committee members.

2. **Out-of-class requirements:** Many of the doctoral courses require time commitments beyond actual class meetings. It behooves students to plan accordingly for these course requirements to maximize the learning experience. This case is especially true for clinical courses, including Supervision, Clinical, Leadership, and Organizational Assessment, and Advanced Group Counseling.
3. **Practicum and Internships:** All students must complete a minimum of 100 hours of COUN 808 Advanced Practicum and a minimum of 600 hours of internship, which includes three credits of COUN 824 and three credits of COUN 826 (300 hours minimum for COUN 826).
4. **Course offerings:** Most doctoral courses are offered in the evening. Each fall a tentative schedule of courses for a 2-year period will be available to assist students and advisors in their planning. See Appendix D for chart detailing proposed course offerings for the next two years. *All course offerings are dependent on adequate enrollment.*

Required research core course offerings are scheduled through the Educational Foundations Department. All four required EDFD courses are typically offered each fall and spring with introductory courses being offered on Wednesdays and advanced courses offered on Thursdays. The EDFD Department periodically offers special topics courses. Please note that the EDFD courses are for students in all doctoral programs in the College of Education and Human Services and fill quickly. Hence, we strongly recommend that students register for any of the required EDFD courses as soon as registration opens each semester.

5. **Cognate courses:** Students are required to complete three elective courses related to their area of specialization. Cognate courses must be approved by the student's Advisory Committees. Because of this approval requirement, we recommend that students focus on completing core course requirements (including research courses) until they have formed their Advisory Committees. With committee approval, students may take cognate courses from other programs on campus. Some courses fill quickly so students are advised to register for them promptly and to avoid deferring cognates to the end of coursework if possible.
6. **Eligibility to take comprehensive exams:** Students are eligible to take the comprehensive exam after completing the core requirements. Upon recommendation of their Advisory Committee and approval of the DPDs, students may be enrolled in Internship II, their last cognate course, and/or an advanced research course. See the section in this handbook on the Doctoral Comprehensive Examination.
7. **Personal and professional issues:** Coursework frequently requires students to deal with personal and professional issues, both situational and developmental in nature. Students' openness to self-examination and constructive feedback are integral parts of professional development. Moreover, as professionals who adhere to the *ACA Code of Ethics* (2014), faculty are committed to an on-going screening process designed to assist students whose issues interfere significantly with their progress in the program.
8. **Collaboration with faculty members:** Students are strongly encouraged to seek opportunities to collaborate with faculty members on research projects, conference presentations, professional organization involvement, and other professional and scholarly activities. These opportunities will enrich your experience and enhance your professional

standing.

9. **Non-enrolled individuals in classrooms:** Due to the advanced and often confidential nature of our course content, only instructors, University faculty and administrators, and students enrolled in the specific class will be allowed in the classroom for any program course during scheduled class time, with the exception of guests specifically invited and/or approved by the instructor. When possible, advance notice will be provided to all class participants.

## DOCTORAL COMPREHENSIVE EXAMINATION

All students are required to successfully complete the comprehensive examination which is comprised of written and oral components. This two-part examination is administered fall and spring semesters as well as summer pre-session. The primary goal of the comprehensive exam is to ensure that students have attained knowledge and demonstrated competencies specified for program graduates by the Counseling Program faculty. Students are expected to demonstrate their ability to:

1. Analyze and synthesize information from their doctoral coursework and professional literature;
2. Apply this information to effectively assess issues in counseling, counselor education, counseling supervision, their cognate areas, and related professional issues; and
3. Appropriately apply research methodology to issues impacting practice.

Students may take the comprehensive exam after completing core required courses or, with approval from their Advisory Committee and the DPDs, students may take the comprehensive exam while concurrently enrolled in Internship II, the last cognate class required, and/or either Advanced Quantitative or Qualitative Methods of Inquiry. Students must be enrolled in one or more courses or enroll in COUN 920 Qualifying Exam during the semester in which they intend to take the exam. With approval of their Advisory Committee Chairs (on behalf of the Advisory Committee), students submit an *Application for Comprehensive Examination* by the dates on the form (refer to our Canvas page). If the student has not completed all required coursework, advisors shall consult with the DPDs before moving forward.

Students must successfully pass both written and oral components of the comprehensive examination before moving on to the dissertation phase of the program. Failing the exam twice will result in dismissal from the program. Please refer to our Canvas community for details about the comprehensive examination, including scheduled dates.

## DISSERTATION

Following is an overview of information about forming dissertation committees and the dissertation process. Carefully read *Doctoral Dissertation Procedures and Guidelines* posted on The Graduate School website (<http://www.montclair.edu/graduate/current-students/doctoral-students/>) for current policies, procedures, and forms set forth by the Graduate School. In addition, please refer to our Canvas page for additional information on preparing your dissertation.

In addition, our program has prepared a Dissertation Quick Guide which contains vital first steps as well as an overview of the process. This document is available on Canvas.

## Committee

Once students have successfully met their previous program requirements, they must appoint a doctoral dissertation committee. It is recommended that you select the members of your committee based on content expertise, familiarity with research methodology, and/or relational support.

The dissertation committee Chair may be the student's advisory chair or students may ask a new person to serve in this role; there is no requirement that faculty members who serve as chairs or as members of advisory committees be on a student's dissertation committee. The members of the Dissertation Committee are responsible for the approval of a dissertation proposal after it has been presented and defended, the supervision of the dissertation, the final approval of the dissertation based on its written form, and the student's oral defense.

The dissertation committee must be comprised of a minimum of three members, of whom the dissertation committee Chairperson and at least one additional member must be Counseling Program faculty with doctoral faculty status. All three members must be full-time, tenure track faculty at Montclair State University. Students must submit the *Approval of the Dissertation Committee Form B* (go to <http://www.montclair.edu/graduate/current-students/forms/>).

Students requesting any individual who does not hold full-time faculty status at Montclair State University to be on their committee must obtain approval from the student's dissertation committee Chair, the DPDs, and the Dean of CEHS, after which the student must complete and submit the *Request for Approval of an Outside Dissertation Committee Member Form C* to the Graduate School. The final approval rests with the Dean of the Graduate School.

## Proposal

After doctoral students have been admitted to candidacy and selected their dissertation chair and dissertation committee members, they are eligible to begin to work on the dissertation proposal. The proposal should include:

- Statement of the problem/inquiry
- Justification of proposed research
- Relevant research
- Procedures and methods of research/inquiry
- Data sources, if relevant
- Reference list

A formal defense of the proposal is required. The full dissertation committee must meet with the student and discuss the proposal prior to its approval. The committee, through a unanimous decision, approves, modifies, or rejects the proposal. Once the student has successfully defended the proposal and it has been approved by the dissertation committee, the student must complete the *Approval of the Dissertation Proposal Form D* and submit it along with a hard copy of the proposal (that can be printed on both sides of the paper) to the DPDs who will process and send it to the Dean of The Graduate School for approval. The completed *Approval of the Dissertation Proposal* form will be returned to the student, indicating whether the proposal has been approved. The Institutional Review Board approval for the student's dissertation project should be filed at this time. Students should distribute a copy of the approved proposal to each member of the committee.

### Important Notes:

- Students should plan on a *minimum* of 7-10 working days between the submission of their drafts and receiving feedback from their dissertation Chair and committee members.

- A dissertation defense may not occur in the same semester as the approval of the dissertation proposal.
- Students are expected to demonstrate progress towards an approved dissertation proposal within 12 months of advancing to candidacy (after successfully completing both oral and written components of the comprehensive exam). Students will develop a plan with the dissertation chair and committee to progress towards proposal defense at this time, and present the plan to the doctoral program faculty.
- Students are expected to make progress towards successful dissertation proposal and defense and will be asked to meet with the dissertation committee and faculty as needed and requested following the initial 12-month period.

### **Institutional Review Board (IRB) Approval**

The primary responsibility for insuring ethical treatment of research participants lies with the student and Dissertation Chair. Doctoral candidates must apply for and receive approval from the IRB before conducting research that involves human participants or animal subjects. Students usually complete and submit their IRB application approval request after their dissertation proposal has been formally approved by their committee.

The approval is for a specific time period. If your approval time expires you may not continue any work on your dissertation, including writing and defending, until your IRB approval is renewed. If you are close to the end of your approved time, the IRB will send warning notices with directions on how to extend your time. Please note that all research activities are suspended without IRB approval, which may delay conduct and completion of data collection and the dissertation.

Students may submit an IRB application prior to receiving approval of their proposal by their committee and/or receipt of the *Approval of Dissertation Proposal* form from the Graduate Dean **only** with the express permission of their Dissertation Chair. Note: students must have an approved IRB application *and* dissertation proposal to conduct research.

### **Writing the Dissertation**

The dissertation is the final example of the candidate's readiness for the degree. In close consultation with the dissertation committee, the student will develop an original research study as approved in the dissertation proposal. A doctoral dissertation must demonstrate the candidate's ability to conceive, design, conduct, and interpret independent, original, and creative research, and mastery of theoretical, methodological, historical, and empirical issues relevant to the chosen research topic. A student's dissertation should relate to the student's program of study and make a unique contribution to knowledge in the professional literature.

Following the approval of the dissertation topic, students are required to maintain continuous enrollment during fall and spring semesters for dissertation study and through the dissertation defense. Continuous enrollment begins the semester after the dissertation topic is approved. Students are to enroll in COUN 900: Dissertation Advisement each semester for a minimum of 3 credits while working on their dissertation. If the dissertation is not completed after 15 dissertation credit hours, students must enroll in COUN 901 (1 credit) each subsequent semester to maintain continuous enrollment. Students should access and complete the electronic registration form on the Graduate School's website at <http://www.montclair.edu/graduate/current-students/forms/>.

### **Dissertation Oral Examination**

Each candidate must pass a final oral examination regarding the completed dissertation, sometimes called the "dissertation defense" or the "dissertation oral." The defense is conducted by the

dissertation committee, with the Chairperson of the dissertation committee as moderator. Working with the dissertation committee Chair, the student adheres to procedures outlined on the Dissertation Defense Chart provided by the Graduate School. Please refer to the link for the most current Doctoral Dissertation Procedures and Guidelines on the Graduate School's website at <http://www.montclair.edu/graduate/current-students/doctoral-students/>.

The oral defense of the dissertation is scheduled for two hours. According to the Graduate School:

- Attendance by the candidate and all members of the Dissertation Committee is required.
- There are three possible outcomes which are determined by the committee: Pass, Fail, or Pass with Conditions. The outcome must be listed on the *Report of Dissertation Defense* form, signed by all Committee members and returned to The Graduate School for final approval by the Graduate Dean **within 24 hours of the defense**.

**Notes:** (a) Students are responsible to review and adhere to the most current policies and procedures posted on the Graduate School website; (b) the subject content and appropriate supervision of all aspects of the dissertation process is the responsibility of the Dissertation Chair and Committee; (c) an electronic copy of the dissertation as approved by the Committee must be submitted to the Graduate School for approval; (d) the Graduate School will approve the dissertation only if style, form, and content standards appropriate for the discipline are maintained; further, students must submit completed signature page(s) to the Graduate School prior to final approval.

### Graduation

Students who have completed all requirements for the doctoral degree, including the successful defense and submission of the dissertation prior to dissertation filing deadlines listed on the Graduate School's website, will be invited to attend the appropriate University Commencement ceremonies. Students must advise the Graduate School if they intend to attend the ceremony in order to participate and be formally hooded.

## PROFESSIONAL ORGANIZATIONS

Students in the Counseling Program are encouraged to seek membership and active involvement in various professional organizations available at the university, state, regional, and national levels that are appropriate to their chosen areas of concentration. There are many benefits to membership in professional counseling organizations and counseling related organizations. For example, as a member of a professional organization one:

- Receives the organization's publications;
- Is entitled to reduced membership rates for registration for professional meetings sponsored by the organization and usually reduced rates for resources such as books;
- Is afforded opportunities for leadership and service activities and involvement in activities pertinent to the counseling profession and consumers of our services;
- Is eligible for member services (e.g., professional liability insurance, legal defense funds, library resource use); and,
- Is provided with opportunities to network with other professionals who share interests and areas of expertise. In addition to the possibility of helping in job searches, networking may lead to forming research partnerships.

The primary national organization is the American Counseling Association (ACA). Student

membership in ACA is required for all students in the Counseling program. ACA has national divisions, state branches, and organizational affiliates that span counseling, personnel, and guidance work at all levels in various settings. Please visit [www.counseling.org](http://www.counseling.org) for more information. The primary state organization is the New Jersey Counseling Association. There are also divisions within both the national and state organizations for counseling specialties, including the Association for Counselor Education and Supervision (ACES).

The ACA's 20 divisions enhance professional identity and are organized around specific interest and practice areas. The divisions provide professional strength and satisfy the diverse needs of the counseling community. The purpose for affiliating with a division is to enhance the networking, collegiality, and advancement of the counseling profession on a national level. Program faculty are actively involved in many of the divisions. Students may find information for each of the 20 divisions at <http://www.counseling.org/about-us/divisions-regions-and-branches>.

Chi Sigma Iota (CSI) is the international academic and professional honor society of professional counseling. It was established for counselors-in-training, counselor educators, and professional counselors who are committed to research and service through professional counseling. Its mission is to promote scholarship, research, professionalism, leadership, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. All doctoral students are encouraged to join our Chi Sigma Mu Chapter of CSI, which was established in 2006. Students eligible to apply for CSI membership will receive a formal invitation from the chapter. For more information about CSI visit [www.csi-net.org](http://www.csi-net.org).

## OTHER PROGRAM INFORMATION & PROGRAM POLICIES

Policies outlined in this section are specific to the Counseling Program. The program is also governed by University Policies, some of which are outlined in the next section.

### **Doctoral Fellowships and Assistantships**

There are a limited number of doctoral fellowships and assistantships available for qualified students who indicated interest upon initial application. Inquiries should be made to the Graduate School and DPDs.

### **Endorsement**

In compliance with the ACA *Code of Ethics* (2014), faculty members endorse students for certification, licensure, and employment when such endorsements reflect the expertise students gained in their PhD program and in accordance with students' areas of specialization. Regardless of academic qualifications, supervisors do not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

### **Liability Insurance**

All students are required to obtain professional liability insurance when providing counseling services or supervising master's students; this coverage would include semesters in which students are completing COUN 808 Advanced Practicum, COUN 812 Supervision, COUN 818 Advanced Group, COUN 816 Clinical, Leadership, and Organizational Assessment, COUN 824 Internship I: Instructorship, and COUN 826 Internship II. While lawsuits involving student counselors are relatively uncommon, any service provided to the public by a professional or a professional-in-

training is vulnerable to the threat of lawsuit. Liability insurance is available to ACA members.

### **Code of Conduct and Academic Integrity**

The Counseling Program is committed to developing a community of learners and scholars within an environment that fosters respect and integrity among all of its members. Students have the responsibility to know and observe all requirements of the MSU Code of Conduct:

<http://www.montclair.edu/dean-of-students/student-conduct/code-conduct/>.

Students are expected to know and adhere to the MSU Academic Honesty Policy (<http://www.montclair.edu/dean-of-students/student-conduct/academic-integrity/>). Academic dishonesty at the University involves acts that may subvert or compromise the integrity of the educational process. Specifically, any act by which a student gains or attempts to gain academic advantage through misrepresentation of him/herself, or another person, by his/herself, or another person's work. These acts include, but are not limited to: acts that interfere with the completion, submission, or evaluation of work; cheating; fabrication or falsification of information; multiple submissions of academic work; plagiarism; abuse of academic material; and, complicity in academic dishonesty. ***Do not plagiarize for any academic courses.*** Any suspected violation of the University Academic Honesty Policy will be immediately reported to the student's advisor. The advisor will meet with the student, and provide a written report to the DPDs, who will determine actions which may include a referral to the Office of the Dean of Students at MSU.

### **Academic Status**

Students matriculated in the PhD Counseling Program are required to maintain a minimum overall GPA of 3.0 and must not earn more than one C level grade (C+, C, or C-) throughout their doctoral course work. A grade of "D" is not available for any courses taken by doctoral students. Earning two grades that are C level will result in dismissal from the program. If a student's GPA falls below 3.0, s/he is placed on academic probation and must raise it above 3.0 within two (2) semesters or be dismissed from the program. If a doctoral student receives a grade of "C" in any course (including electives), the following procedures must be followed:

- The student is to meet with her or his advisor and, to continue enrollment in the next semester, the advisor will sign a form stating that the student and advisor met about the earned grade of "C."
- The advisor will work with the student to determine and approve the appropriate course load for continued registration.

In addition, students must earn a grade of B- or higher in clinical courses. These include Advanced Practicum, Counselor Supervision, Advanced Group Counseling, Advanced Clinical, Leadership, and Organizational Assessment, and internship courses (Internship I: Instructorship and Internship II: Fieldwork). Students earning a grade of C in a clinical course will be subject to dismissal.

### **Counseling PhD Program Review and Retention Policies**

Students' academic and professional performances are assessed throughout their time in the program. The faculty review individual student performance, as part of best practices in instruction, professional development, and gatekeeping. Students are expected to perform academically and conduct themselves in a manner that is congruent with the role of a professional counselor and counselor educator. This includes presentation of self on and off campus, all forms of communication, including in person and electronic, online/social media presence, and overall comportment.

Retention decisions at all levels require demonstration of consistently high academic and clinical performance. These requirements are in accordance with the *Faculty Annual Evaluation of Doctoral*

*Student Performance and Progress* (see Canvas) and the *Annual PhD Student Self-Report of Progress* (see Canvas) in which faculty review students' academic, professional, and personal progress throughout the program. Students must demonstrate qualities of good character consistent with the program's mission and policies, the ethical guidelines of the American Counseling Association, and the Council for the Accreditation of Counseling and Related Educational Programs.

### **Faculty Evaluation of Students' Fitness and Performance**

The faculty conduct a formal annual review of all students on 18 criteria via the *Faculty Annual Evaluation of Doctoral Student Performance and Progress* (refer to Canvas). Students must obtain a minimum average rating of satisfactory (3) in each of the assessment areas. Satisfactory student performance at the one-year review must be supported by two-thirds of the graduate faculty for program continuation.

Continuing students submit an *Annual PhD Student Self-Report of Progress* (see Canvas) in the fall of the academic year to their faculty advisor. The faculty advisor along with the Advisory Committee approves the report and any recommendations for improvement. The advisor then presents the recommendations to the doctoral faculty for approval and disposition. Students receive feedback after formal evaluation by their faculty advisor and committee. If a student is not making satisfactory progress as evidenced by the annual report submitted, the faculty advisor meets with the student to discuss the evaluation and provide feedback. The DPDs may be asked by the faculty advisor to meet with the student and/or to initiate the appropriate action specified in the Student Remediation and Retention/Dismissal Procedures. Students receiving less than satisfactory evaluations in any area of their annual review will be given the opportunity to develop a remediation plan with their advisor except in situations requiring more immediate action, such as removal from client and/or student contact and/or the program.

If at any point in a student's program a serious form of unprofessional behavior has occurred, remediation may not be an option. Students can be removed from the program for unethical or unprofessional behavior, regardless of academic standing. If a student is believed to be in violation of ethical or professional behavior that threatens client and/or student welfare, the student will be prohibited from seeing clients and/or working with students. All persons involved with the student's practicum or internship will be immediately informed of the decision.

### **Student Remediation**

The members of the Counseling faculty endorse the American Counseling Association *Code of Ethics* (2014) that states that counselor educators have a responsibility to provide regular feedback to students (per evaluation of the *Faculty Annual Evaluation of Doctoral Student Performance and Progress* and *Annual PhD Student Self-Report of Progress*) and to dismiss students who are unable to render competent service due to academic or personal limitations. Faculty members will make reasonable efforts to: 1) consult with colleagues and document their decision to refer students for assistance or to request that students be put on probation or dismissed from the program; 2) support students in obtaining remedial assistance; and 3) assure that students have adequate recourse to address decisions made.

Students may also be dismissed for overt violations of the ACA *Code of Ethics* or for "personal unsuitability for the profession." Examples of behavior which would lead faculty to professionally judge a student "personally unsuitable for the profession" include, but are not limited to:

- Consistent inability to assess problem situations in a professional or educational setting and determine how to negotiate/compromise or otherwise resolve the situation.
- Consistent inability to recognize personal boundary/power issues which inhibit or prevent

the student from learning appropriate professional behavior/counseling skills.

- Consistent inability to work as a team member.
- Consistent inability or refusal to participate, without advisor consultation, in learning activities designed to promote and improve the student's self-understanding, self-analysis skills, and interpersonal skills.

Faculty may work on an informal basis with students in their courses who are evidencing academic, clinical, or non-academic difficulties (e.g., personal issues are affecting student's ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a time line for change. In addition, the faculty member may consult with the faculty advisor and/or other program faculty. This should be done prior to initiating formal remediation procedures except when the severity of the problem does not allow for an informal method. In such incidences, formal remediation procedures may be implemented as delineated in the section on remediation below.

### **Remediation and/or Dismissal Process**

All continuing students must participate in the annual reviews and complete the *Annual PhD Student Self-Report of Progress*. They may also be subject to evaluation throughout the program when concerns regarding students' education, professional, ethical, and general suitability for the profession might be raised. Students are evaluated on clinical, professional, and interpersonal functioning. The process of evaluation, review, and retention is as follows:

- If informal remediation procedures do not resolve issues (as described above), then formal remediation procedures are initiated.
- A faculty member who is concerned about the behavior or performance of a student completes a *Disposition Form*. This form is kept in the student's file.
- The Counseling doctoral faculty as a whole will meet to review the *Disposition Form* and discuss the concerns of the reporting faculty member. Out of this discussion, three options are considered:
  1. No recommendations are made to the student.
  2. Student is recommended for remediation (to be determined by the faculty).
  3. Student is recommended for dismissal from the program.
- If options 2 or 3 are decided upon, a meeting is scheduled with the student. This meeting may include the entire Advisory Committee or only the student's advisor. Faculty's concerns and recommendations are to be clearly explained to the student. The student will be allowed to discuss his or her thoughts, feelings, and reactions.
- Should remediation be recommended, the student will be presented with a written document stating the exact actions the student must take for remediation. At the meeting with the Advisory Committee, this recommendation will clearly specify what changes in behavior are expected and what time limits are operative. It will also include a statement to the effect that a failure of remediation may result in dismissal from the program. This constitutes "due process" - the student is advised of his or her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure. Whenever a student is required to complete a remediation plan, the written plan will include the following information:
  - A behavioral description of the problem;
  - Course of remediation;
  - Criteria stated in behavioral terms for completing the remediation or probationary status;
  - Evaluation criteria;
  - A specific time frame for meeting these criteria;

- A summary of the options available to the student (e.g., following the remediation plan, appeals, withdrawal from the program); and
- A description of the consequences of not meeting criteria within the time frame.
- If there is insufficient improvement within the specified time period, the student will be so advised and given a period of time (2 weeks) to prepare her/his case for rebuttal.
- If the decision is for dismissal, it will be presented to the student in writing, summarizing the nature of the problem, opportunities for remediation and the basis for the final decision.
- The committee and/or the student may consult with other faculty and university employees, as appropriate to assist in making a more objective, informed decision.
- Results of all meetings and consults will be documented and kept in the student's confidential file.
- The student may choose to comply with recommendations or use the appeals process already in place at the university to appeal the decision.

### **Appeal of Decision**

Students may appeal charges or decisions that result from this process. Appeals are to be directed to the Chair of the Department of Counseling, who will determine the appropriate course of action.

### **Student Impairment**

In accordance with the *ACA Code of Ethics* (2014), faculty members must address student impairment. Student impairment impedes a student's ability to achieve the competence and professional behavior expected of all counselors. Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways:

- inability or unwillingness to acquire and integrate professional and ethical standards into one's repertoire of professional behavior;
- inability to acquire professional skills and reach an accepted level of competency; or
- inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

If warranted, the Counseling faculty reserves the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the Program. Identification of impairment can result in remediation, suspension, or termination from the program.

## **UNIVERSITY POLICIES**

### **Academic Grievance Procedures for Graduate Students**

The Graduate School recognizes that there may be occasions when a graduate student, as a result of dissatisfaction with some aspect of her or his academic involvement, has a grievance. It is the declared objective of this University that such a graduate student may have prompt and formal resolution of her or his personal academic grievances and that this process is accomplished according to orderly procedures. The procedures are provided in the Graduate Catalog. Filing a formal academic grievance is a serious matter, and the student is strongly encouraged to seek informal resolution at the program and department level before taking such a step.

### Continuous Matriculation Requirement

Students must be continuously enrolled in the fall and spring semesters until completion of all requirements for graduation, including the semester in which they graduate. Students who do not register for any credits by the deadline will have a registration hold placed on their account. For more information go to: <https://www.montclair.edu/graduate/current-students/academic-policies-procedures-guidelines/>

During the semester in which students are taking their oral and written comprehensive exam, if they have already completed all required coursework and are therefore not registering for any courses, students must request a permit from the Program Associate to enroll in COUN 920 Qualifying Examination. Enrollment in COUN 920 acknowledges that students are actively engaged in their program during that semester but there is no credit assigned; the course is not part of the degree program and is not assigned a grade.

### Course Load

A course load of nine (9) semester hours constitutes full-time enrollment in fall or spring. With approval from the advisor, a student may register for a maximum of twelve (12) credits in the fall or spring. A course load of six (6) hours in a summer session is considered full-time status. Although it is summer school policy that graduate students may take up to twelve (12) semester hours of coursework during the summer, we do not recommend students taking more than three courses during any combination of summer sessions. Note that students may take only two courses concurrently in an eight-week session and one course during a three-week pre- or post-summer session.

### Grades of Incomplete

Only for unusual circumstances will a grade of Incomplete (IN) be given for any course. When it has been determined by the instructor that such a grade is appropriate, the student must fill out a *Contract for an Incomplete* form, located on the Registrar's website at:

<http://www.montclair.edu/media/montclair.edu/graduateschoolthe/students/incompletecontract.PDF>.

This formal contract delineates conditions for removing the grade of IN. Students can carry no more than two IN grades at any time. Students who have two outstanding IN grades will not be allowed to register for courses until one or both have been completed.

For the IN grade to be removed, students are responsible for completing their work by the following dates:

Semester Incomplete was assigned	Deadline to complete coursework to remove Incomplete
Previous Fall and/or Winter Semester	February 15
Previous Spring Semester	June 30
Summer Sessions	October 15

Instructors submit a *Change of Grade* form once the student has completed all required work. If no change of grade form is submitted by the dates aforementioned, the grade of IN will become a grade of F. If there is reason to extend the deadline for an IN grade removal, it is the student's responsibility to submit a *Request of Extension of an Incomplete Grade* to the Office of the Registrar. This request must be signed by the instructor and appropriate Chairperson and Dean.

The one exception to this policy is the dissertation. All dissertation credits will be assigned a grade of S (satisfactory) which counts as incomplete until after the dissertation defense.

## **Independent Study**

Following are University regulations related to independent study at the doctoral level.

***Requirements for Students to take an Independent Study.*** Students may register for independent study in the fall, spring, or summer. Independent study is not available for a course that is scheduled any time during that given term. Students admitted to doctoral programs *post-Master's* must have completed at *least 6 credits toward the degree* (their PhD) being pursued and have a GPA of at least 3.0 to engage in independent study.

***Application for Independent Study.*** Students must submit an *Independent Study Application* form, available online through the Registrar's Office website. The form must be completed as specified and must be signed by the student, instructor, Department Chairperson and Dean of CEHS. The completed form is submitted to the Office of the Registrar at the time of registration.

The student and faculty member must develop a written agreement, which includes: (a) name of student and instructor; (b) title of the independent study; (c) semester; (d) course number on application form; and (e) brief delineation of goals/learning outcomes, assignments, and work products along with dates due, criteria for grading evaluation, and schedule of meetings between student and instructor. The agreement should be signed by the student and instructor and submitted to the Program Associate along with a copy of the *Application for Independent Study* form. These will be kept in students' files.

***Time for Completion of Independent Studies.*** Independent study assignments are expected to be completed by the end of the session specified on the *Independent Study Application* form.

## **Leave of Absence**

***Students may request ONE leave of absence for the entire duration of the graduate program.*** A leave of absence is considered ONE semester. The leave of absence will be excluded from the time limit for completion of a graduate program. Requests for a leave of absence must be submitted to The Graduate School using their online [Leave of Absence](#) form by the end of the Add/Drop period (the second week of the semester) and no requests will be granted retroactively. There will be no exceptions. If a leave of absence is granted, it is the student's responsibility to withdraw from any registered courses. Students on a leave of absence are not required to register for the Continuous Matriculation course. Students will be held accountable for any costs incurred for registered courses. If you are readmitted into a graduate program and have taken a leave of absence previously, you may not be granted an additional leave of absence.

## **Time Limitations for Completion of Doctoral Degree Program**

Students have seven (7) years from the date of matriculation, excluding any leaves of absence, to complete the PhD in Counseling. Only under special extenuating circumstances is it possible to request and obtain an extension of time beyond this seven-year limit. If a time extension is necessary, a request for the extension must be filed with The Graduate School. The Graduate School, in consultation with the DPDs, will review the student's progress. Following this review, a decision will be reached. The Graduate School will notify the student and the DPDs of the decision. The Program faculty will discuss students' progress and determine reasonableness of time to degree completion following Graduate School approval of extension requests.

### Title IX

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private colleges, and universities receiving any federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

Through the policies and procedures outlined, Montclair State University seeks to comply with all Department of Education Title IX regulations. While the University cannot guarantee that campus individuals will always act with good judgment and with the best of intentions, the University can assure that it will endeavor to comply with these regulations while ensuring that students have "an environment as safe as possible." For more information regarding sexual harassment/sexual assault, go to <https://www.montclair.edu/policies/university/sexual-assault-policy/>, <https://www.montclair.edu/policies/university/sexual-harassment/>.

### Transfer Credits

Up to two courses or six credit hours (which have not been credited towards another degree and are less than 10 years old) can be transferred towards the doctoral degree. The grade in these transfer courses must be a "B" or higher and all transfer credits must be approved by students' Advisory Committee members, the DPDs and the Dean of the Graduate School upon receipt of the *Transfer Credit* form, which can be accessed at:

<http://www.montclair.edu/media/montclair.edu/graduateschoolthe/pdfs/transferCredit.pdf>

## RESOURCES FOR PHYSICAL, PSYCHOLOGICAL, SOCIAL, & SPIRITUAL WELLNESS

The **Campus Recreation Facility** features a six-lane swimming pool; a two-court gymnasium with an elevated running track; two racquetball courts; two-level fitness, strength, and cardio training areas; space for aerobics and other fitness activities; and locker rooms. Go to <http://www.montclair.edu/campus-recreation/> for additional information.

The **University Health Center (UHC)** is a comprehensive outpatient health care facility serving all registered students. The department functions in the same manner as a private medical office. Students enrolled at MSU pay a mandatory University Health fee which covers most services at UHC. Prescription medication and diagnostic testing are common additional costs. Call 973-655-4361 or visit <https://www.montclair.edu/university-health-center/>

**Counseling and Psychological Services (CAPS)** offers individual and group counseling to students, as well as a variety of educational and consultative services. Counselors, supervisors, and faculty who have self-insight are more effective in fulfilling their various roles and in reducing the likelihood of personal issues negatively impacting their work with clients, supervisees, or students. If you're experiencing difficulties, CAPS (located on the 1st floor of Russ Hall; 973-655-5211) is one campus resource available to assist students. Services are free and confidential. Visit <http://www.montclair.edu/caps/>.

**The Disability Resource Center (DRC)** (<http://www.montclair.edu/drc/>):

MSU is committed to the full inclusion of students with disabilities in all curricular and co-curricular activities as mandated by Section 504 of the Rehabilitation Act of 1973. It is the faculty's

responsibility to provide appropriate services to all students, including those with documented disabilities. Please make an appointment with your instructors if you need to discuss individual accommodations. Contact the DRC (located at 100 Webster Hall) for questions at 973-655-5431. The DRC staff will assist you in receiving reasonable accommodations and services necessary to equalize access. The DRC provides assistance to students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities.

**The Women's Center** offers women and men from campus and surrounding communities an opportunity to explore topics of individual and collective importance to women in an open and comfortable atmosphere. Services offered are meant to support individuals in their search for personal development, their quest for self-esteem, and their achievement of individual and social empowerment. The Center is located in the Student Center Room 421.

<https://www.montclair.edu/womens-center/>

**The Council for Faith and Spirituality** is located in the Student Center Building, Suite 112. Their mission is to encourage faith-based collaboration, discussion, and exploration within an environment that promotes interfaith understanding. The Council offers a place for students to meditate as well as activities and events throughout the year that support all faith traditions. Call 973-655-7130 or go to <https://www.montclair.edu/center-for-faith-and-spirituality/> for additional information.

**The Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Center**, located in room 110 of the Student Center, seeks to create an open, accepting, and affirming atmosphere for LGBTQ students, faculty, staff, and their allies at MSU. Through education, programming, and discussion groups, the LGBTQ Center allows for unique and important conversations to occur regarding LGBTQ issues. All members of the campus community are welcome. Call 973-655-7563 or go to <https://www.montclair.edu/lgbtq-center/> for additional information.

In case of **emergencies call University Police** at 973-655-5222.

<https://www.montclair.edu/university-police/>

## APPENDIX A: COUNSELING PROGRAM FACULTY AND STAFF

### Department Chair and Staff

**Kathy A. Gainor, Department Chair, Counseling**

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Professional Research/Interests: Multicultural Counseling, Career Counseling, Counselor Training and Pedagogy.

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**Mary Andreoli, Counseling Department Secretary**

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### Counseling Program Faculty

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Professional Research/Interests: Multicultural Counseling Training, Issues of Identity and Self Among South Asians, Discrimination and Asian American Women, and methodological issues in qualitative research.

**Vanessa Alleyne**

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Professional Research/Interests: Addiction Treatment Outcomes, Multiculturalism and Racial Identity, Group Processes, Forensic Evaluation.

**Amanda L. Baden\***

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Professional Research/Interests: Multicultural Counseling Competence, Racial and Cultural Identity, Counseling Adoption Triad Members, Transracial/International Adoption, Microaggressions.

**Harriet L. Glossoff\***

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Professional Research/Interests: Professional ethics and ethical-decision making; cultural and spiritual issues in counseling, supervision, and counselor education; preparing counselors as social justice advocates; and best practices in clinical supervision.

**Michael D. Hannon\***

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Professional Research/Interests: Wellness of racial/ethnic minority fathers and families of children with autism; urban school counseling.

**Leslie Kooyman\* Co-Director PhD Program in Counseling**

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Professional Research/Interests: LGBTQ+ issues, High-risk sexual behavior of gay men, Gay men and Aging, Sexuality and Counseling, Relationships and Dating, Counselor Development.

**Dana Heller Levitt\* Co-Director PhD Program in Counseling**

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Phone Number: (973) 655-2097

Email: [levittd@mail.montclair.edu](mailto:levittd@mail.montclair.edu)

Professional Research/Interests: Ethics, Counselor Values and Dispositions, Pedagogy, Counselor Development, Religious/Cultural issues in counseling, Body image/Eating disorders, Gender issues.

**Edina Renfro-Michel**

Office: University Hall, Room 2165

Phone Number: 973-655-5381

Email: [renfromichee@montclair.edu](mailto:renfromichee@montclair.edu)

Professional Research/Interests: Counselor Supervision, Adult Child Attachment, Technology in Counselor Education.

**Angela I. Sheely-Moore\***

Office: University Hall, Room 2163

Phone Number: 973-655-7389

Email: [sheelya@montclair.edu](mailto:sheelya@montclair.edu)

Professional Research/Interests: school counseling, university-school partnerships, first generation college students, multicultural counseling, play therapy, Child Parent Relationship Therapy/filial therapy, teaching and learning in counselor education

**W. Matthew Shurts\***

Office: University Hall, Room 2180

Phone Number: (973)655-7190

Email: [shurtsm@montclair.edu](mailto:shurtsm@montclair.edu)

Professional Research/Interests: Premarital counseling, Romantic relationship development, consultation, holistic wellness, Counselor preparation and supervision, Technology and counseling.

*\*These faculty have been granted doctoral faculty status.*

## **APPENDIX B: ACADEMIC STRUCTURE AND ACCREDITATION**

### **University Organizational Structure**

The PhD Counseling Program at Montclair State University (MSU) is part of the Department of Counseling (CNSL) within the College of Education and Human Services (CEHS). The Dean of the College is Dr. Tamara Lucas and the Chair of the Counseling Department is Dr. Kathy Gainor. Drs. Les Kooyman and Dana Heller Levitt are the Doctoral Program Directors (DPD) and Dr. Susan Fuller is the Doctoral Program Associate.

All programs that offer graduate degrees at MSU are coordinated by the Graduate School. The Vice Provost for Research and Dean of the Graduate School is Dr. Scott Herness. The Graduate School sets university-wide policies and procedures for graduate programs in partnership with individual colleges. The DPDs are charged with all administrative and academic responsibility of the doctoral program, in conjunction with the Chair of the Department. In order for the College, Department, and PhD Program to operate efficiently, all concerned must be aware of the procedures involved. These procedures are primarily addressed in documents posted on the Graduate School website, <http://www.montclair.edu/graduate/>.

The CNSL Department also grants Master of Arts degrees. In the M.A. Counseling program, students are prepared to work with diverse populations in one of the following areas: addictions counseling, clinical mental health counseling, school counseling, and student affairs/higher education. The Master's Counseling Program Coordinators are Dr. Muninder Ahluwalia and Dr. Matthew Shurts; the Department Administrator is Ms. Lucille Gesualdi; the Department Secretary is Ms. Mary Andreoli; the Program Associate is Ms. Emily Conte; and the Clinical Coordinator is Ms. Kathleen Mangano.

The department also offers a number of post-Master's programs for the professional development of counselors. These programs of study allow students to: (a) gain requirements for New Jersey Licensed Professional Counselors; (b) meet requirements toward the New Jersey State School Counselor Certification; (c) meet requirements to become a New Jersey Clinical Supervisor (doctoral students take these courses as part of their doctoral program); and (d) meet requirements to become a Director of School Counseling Services.

### **Accreditation**

Our PhD in Counseling program, as well as our Master's program concentrations in Clinical Mental Health Counseling, School Counseling, and Addictions Counseling, are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

## APPENDIX C: REQUIRED FORMS CHARTS

Students are required to submit the forms listed during the doctoral program. Students are responsible for submitting the forms to the program associate. The program associate will make copies for student files and forward them to the Graduate School/Registrar.

Copies of forms used only by the PhD Counseling Program are located within Canvas. Independent Study registration forms are obtained from the Office of the Registrar. Remaining documents are located within the Graduate School website at <http://www.montclair.edu/graduate/current-students/forms/>

<b>DPD = Doctoral Program Director</b> <b>AdCom= Advisory Committee Members</b> <b>DC = Dissertation Chair</b> <b>DCM = Dissertation Committee Members</b> <b>Cand = Candidate</b>	<b>A = Program Advisor</b> <b>PA = Program Associate</b> <b>Site Su = Site Supervisors</b> <b>StdT = Student</b> <b>Dean = Dean of Graduate School</b>
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Form	Where to Obtain Form	Signed by	Distribution				
			DPD/PA	A/AdCom	A	StdT/Cand	Other
Approval of Advisory Committee <i>Due April 1, 2020</i>	Canvas	A, AdCom, DPD	X	X		X	
Proposed Program of Study <i>Due April 1, 2020</i>	Canvas	A AdCom	X	X		X	
Annual PhD Student Self-Report of Progress <i>Due Sept 12, 2020</i>	Canvas	StdT			X	X	
Applications for Internship I and Internship II	Canvas	StdT, A, DPD, Sup	X	X		X	Site Su
Application for Comprehensive Examination	Canvas	A, DPD	X	X		X	

**DPD** = Doctoral Program Director      **DC** = Dissertation Chair  
**DCM** = Dissertation Committee Members      **Cand** = Candidate  
**Dean** = Dean of Graduate School      **CoDean** = College Dean  
**OCM** = Outside Committee Members  
**GS** = Grad School      **Reg** = Registrar

Form	Where to Obtain Form	Signed by	Distribution			
			Cand	DC/DCM	DPD	Other
*Request for Approval of Outside Dissertation Committee Member (if appropriate)	Graduate School	OCM,DPD, CoDean, Dean	X	DC	X	GS
*Approval of Dissertation Committee	Graduate School	DC, DCM, DPD	X	X	X	
*Approval of Dissertation Proposal	Graduate School	DCM,DPD, Dean	X	DC	X	GS
*Application for Dissertation Defense Date*	Graduate School Graduate School	DCM,DPD, Dean Cand, DC, DPD, Dept. Chair	XX	DCDC	XX	GSReg
*Report of Dissertation Defense	Graduate School	DCM,DPD, Dean	X	DC	X	GS

\*These forms are located on the Graduate School website at

<http://www.montclair.edu/graduate/current-students/doctoral-students/#d.en.46035>

**APPENDIX D: PROPOSED COURSE OFFERINGS**  
**FALL 2019 - SPRING 2021**  
**CORE COUNSELING CLASSES ONLY\***

<b>COURSE/SEMESTER</b>	<b>FA2019</b>	<b>SP2020</b>	<b>SU2020</b>	<b>FA2020</b>	<b>SP2021</b>
<i>COUN 808: Advanced Practicum</i>	<b>X</b>			<b>X</b>	
<i>COUN 810: Advanced Theories (15)</i>	<b>X</b>			<b>X</b>	
<i>COUN 812: Supervision** (6)</i>	<b>X</b>			<b>X</b>	
<i>COUN 814: Advanced Social/Cultural (8)</i>		<b>XX</b>			<b>X</b>
<i>COUN 816: Advanced Assessment (6)</i>		<b>X</b>			<b>X</b>
<i>COUN 818: Advanced Group** (6)</i>		<b>X</b>			<b>X</b>
<i>COUN 820: Advanced Career (12)</i>				<b>X</b>	
<i>COUN 822: Research Seminar in Counseling (10)</i>					<b>X</b>
<i>COUN 824: Instructorship** (10)</i>	<b>X</b>			<b>X</b>	
<i>COUN 826: Internship II-Fieldwork** (10)</i>		<b>X</b>			<b>X</b>
<i>COUN 850: Special Topics: Writing for Publication</i>			<b>X</b>		

\*This chart does not account for cognate or required EDFD courses.

\*\*Students must receive approval from the DPD and/or your advisory committee the semester before taking this course. See Canvas for further details.

Courses with low enrollment will more than likely be cancelled for that particular semester. Plan accordingly with your advisory committee should you encounter this situation.