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All information in this handbook is supplemental to Minnesota State University, Mankato Graduate School Bulletin. All university policies and forms can be reviewed in the Graduate School Bulletin and online at www.mnsu.edu/supersite/adacemics/bulletins/graduate.
Counselor Education and Supervision Program Mission Statement

The primary mission of the Counselor Education and Supervision Program is to prepare counselor educators and advanced practitioners at the doctoral level who will serve in a variety of professional roles including counselor education faculty, clinical supervisors, and applied practitioners. Service delivery settings may include universities, K-12 schools, clinical, mental health and business settings.

Program Description

The Doctor of Education (Ed.D.) program in Counselor Education and Supervision addresses the professional development needs of counseling and student affairs professionals who seek a doctoral degree in order to (a) advance or enrich their careers in counseling and student affairs; (b) obtain college teaching positions in counselor education; (c) become license-eligible; (d) position themselves for supervision and leadership roles within the counseling and student affairs professions; and/or (e) upgrade and expand their clinical skills to prepare for specialized positions in advanced counseling practice. Course content and clinical experiences build upon the education of master’s prepared counselors and student affairs professionals who may already be practicing in a variety of advanced roles (e.g., educator, administrator, clinical supervisor, guidance director). The curriculum, which is structured around the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards for doctoral programs, focuses upon the development of advanced competencies for increasingly complex professional practice, faculty, and leadership roles. The program emphasizes both advanced practice preparation and applied research.

CACREP Accreditation Standards

The Counseling and Student Personnel program in Counselor Education and Supervision is intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic, organizational and clinical settings.

Doctoral programs in Counselor Education and Supervision must encompass all of the entry–level program standards (i.e., core areas in professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation) specified by CACREP and provide evidence of knowledge base of a professional counselor. Application for full accreditation in Counselor Education and Supervision will be pursued immediately upon eligibility for full accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Counselor Education Program Goals

The goals of the Counseling and Student Personnel Counselor Education and Supervision doctoral program are to:
1. offer a quality doctoral program in counselor education and supervision;
2. provide a state of the art program that is responsive to the changing needs of the community and society;
3. provide experiences to assist in the intellectual and professional development of doctoral students;
4. monitor and meet the needs of a changing doctoral student population;
5. enhance the development of students professional identity as professional counselor educators and supervisors;
6. foster continuing contact with professionals to enhance professional identity through continuing education on campus, state, regional and national and international levels;
7. provide mentoring experiences for doctoral students that promotes professional development;
8. engage in continuous evaluation of the doctoral program; and
9. foster continuing professional development of faculty members.
Program Objectives

The program objectives of the Ed.D. program in Counselor Education and Supervision will enable students to:

1. demonstrate both practice-based and research-based expertise in a specialized area of counseling or college student affairs;
2. apply theories and practices of counselor education and supervision;
3. design and implement pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning;
4. apply instructional theory and methods relevant to counselor education;
5. work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings;
6. apply theories related to the principles and practice of counseling, student development, human growth and development, career development, group work, systems, organizational development and consultation;
7. demonstrate knowledge, awareness and a clear identity as professional counselor educators;
8. demonstrate the application of advanced counseling skills in helping relationships;
9. design and implement quantitative and qualitative research;
10. implement models and methods of assessment and data analysis;
11. demonstrate understanding and application of ethical and legal considerations in counselor education and supervision;
12. demonstrate the multicultural competencies required for effective counseling practice, counselor education, and supervision;
13. apply technology to the practice of counseling, counselor education, and supervision; and
14. demonstrate understanding of the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional national, international perspective, and equity issues in counselor education programs.

Curriculum

During the admission process, the program faculty reviews the student’s master’s level coursework and determines the need for prerequisite doctoral coursework. Up to 48 semester hours of master’s coursework (or approved prerequisite coursework taken after admission to the doctoral program) may be approved for inclusion in the Doctoral Plan of Study. At least 60 credits must be taken at MSU, Mankato, after admission to the doctoral program. See course sequence Appendix A.

Learning experiences beyond the entry level are required in all of the following content areas: theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation; theories and practices of counselor supervision; instructional theory and methods relevant to counselor education; pedagogy relevant to current social and cultural issues, including social change theory, and advocacy action planning; design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design; design and implementation of qualitative research, including grounded theory, ethnographic and phenomenological methodologies; models and methods of assessment and use of data; ethical and legal considerations in counselor education and supervision (e.g., the American Counseling Association (ACA) Code of Ethics); and the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional national, international perspective, and equity issues in counselor education.

It is expected that doctoral students will have experiences that are designed to:

- develop an area of professional expertise;
- develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public;
foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and ACA;
meet criteria for appropriate credentials;
promote scholarly counseling research; and
enhance technical competence.

Technology Competencies

The CSP Department requires that all students develop adequate technological competencies. Technology is defined as electronically based hardware, software, video, and related products and knowledge, skills, and tools for learning and communication processes. Technology for counselor preparation encompasses distance learning, and computer based and other electronic applications. Students are expected to have competencies in productivity software, word processing, video and audio recording, projection equipment, videoconferencing, computerized statistical packages, computerized testing, diagnostic, and career decision-making programs. Students are also expected to have the competency to obtain information utilizing database searches and web searches, participate in listservs, access and utilize ethical codes, participate in and deliver Web-based instruction, and assess the quality of internet resources. Students who need to develop these skills will work with the faculty in their courses to develop these competencies. Students will have opportunities to develop and demonstrate these skills in a variety of courses in the curriculum.

PROGRAM OBJECTIVES AND CURRICULUM MATRIX:

<table>
<thead>
<tr>
<th>CACREP Standards for Doctoral Programs</th>
<th>MSU Program Objectives</th>
<th>MSU Doctoral Program Requirements</th>
</tr>
</thead>
</table>
| 1. Theories of counseling, career development, group work, systems and consultation | 1, 2, 6, 7, & 8 | CSP 758 Adv. Career Development  
CSP 765 Adv. Counseling Theories  
CSP 773 Adv. Group Counseling  
CSP 779 Adv. Practicum  
CSP 786 Internship  
CSP 790 Supervision in CE |
| 2. Theory and practice of counselor supervision | 1,2, & 8 | CSP 767 Contemporary Issues in MHC and Family Counseling  
CSP 773 Adv. Group Counseling  
CSP 779 Adv. Practicum  
CSP 786 Internship  
CSP 790 Supervision in CE |
| 3. Instructional theory and methods relevant to counselor education | 1,4,5,7 & 13 | CSP 765 Advanced Counseling Theories  
CSP 767 Contemporary Issues in MHC and Family Counseling  
CSP 773 Adv. Group Counseling  
CSP 779 Adv. Practicum  
CSP 786 Internship  
CSP 790 Supervision in CE |
| 4. Pedagogy relevant to current social and cultural issues, social change theory and advocacy | 3 | CSP 748 Diversity in CES  
CSP 758 Adv. Career Development  
CSP 765 Adv. Counseling Theories  
CSP 779 Adv. Practicum  
CSP 786 Internship  
CSP 790 Supervision in CE |
| 5. Design and implement quantitative research and methodology including univariate, multivariate, and | 9 & 10 | CSP 776 Intermediate Statistics  
CSP 778 Quantitative Research Methods |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Details</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Design and implement qualitative research, including grounded theory, ethnographic, and phenomenological methodologies</td>
<td>1 &amp; 9</td>
<td>CSP 780 Qualitative Research Methods</td>
<td></td>
</tr>
<tr>
<td>9. The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local regional, national, and international perspective, and equity issues in counselor education programs.</td>
<td>1, 2, 3, 12 &amp; 14</td>
<td>CSP 730 Ethical &amp; Legal Issues in CES, CSP 748 Diversity in CES, CSP 758 Adv. Career Development, CSP 765 Adv. Counseling Theory, CSP 767 Contemporary Issues in MHC and Family Counseling, CSP 773 Adv. Group Counseling, CSP 778 Quantitative Research Methods, CSP 779 Adv. Practicum, CSP 780 Qualitative Research Methods, CSP 786 Internship, CSP 790 Supervision in CE</td>
<td></td>
</tr>
</tbody>
</table>

**Program Sequence**

This section will provide an overview of the program sequence. The student’s advisor serves as a guide through the sequence.

**Step 1: Develop Plan of Study**

Students develop and finalize the Plan of Study in consultation with their advisor. The Plan of Study will reflect any prerequisite course work identified during the admission process and doctoral courses required of the program. The Plan of Study is forwarded to the department faculty for review of student progress by the completion of nine earned credit hours.

**Step 2 Formation of Doctoral Dissertation Committee**

As students progress through their required research core courses, they begin to consider faculty membership of their Doctoral Dissertation Committee. Factors to consider for requesting that a faculty member join a student’s doctoral committee should be based upon similarities of research interest, expertise, and compatibility. The Doctoral Dissertation Committee will consist of the student’s advisor, who will serve as the chair of the committee, and four other faculty members. All committee members must meet the qualifications for serving on Doctoral Dissertation committees as defined by the College of Graduate Studies. One of the four additional faculty committee members may be external to the department. Students must consult with their advisor in choosing the Doctoral Dissertation Committee. The Doctoral Dissertation Committee must be formed in the semester prior to
enrollment in CSP 778 Quantitative Research Methods. At that time students need to complete the Doctoral Dissertation Committee Form and file it with their advisor.

The doctoral program’s capstone project is the doctoral dissertation. At the very least, the dissertation must make a unique scholarly contribution to what has previously been written and known. The dissertation must be approved by the majority of the members of the student’s Dissertation Committee and must be presented in a standard scholarly format as outlined by the American Psychological Association current publication program guidelines and the College of Graduate Studies and Research. Approved dissertations must be submitted to the College of Graduate Studies and Research by the deadlines established by the College. Students should consult the graduate advisor concerning the dissertation. It is strongly recommended that students refer to the current edition of the College of Graduate Studies Bulletin.

**Step 3: Comprehensive Exams**

At or near the completion of all doctoral level course work (exclusive of CSP 786 Internship and CSP 794 Dissertation) with a cumulative GPA of 3.0 or better, the student will take the comprehensive examination. Comprehensive Exams will be offered at least once per semester during fall or spring semesters only. The comprehensive exam evaluates competency in the following areas: supervision, teaching, research and scholarship, counseling, and leadership and advocacy.

After successful completion of the CSP doctoral coursework, passing comprehensive exams, and satisfying all other program requirements, the student must submit The Nomination of Doctoral Student for Admission to Candidacy form. The doctoral student is admitted to candidacy upon the recommendation of the students doctoral committee and the approval of the Dean of the College of Graduate Studies and Research.

**Step 4: Dissertation Proposal Defense**

The dissertation proposal defense follows successful completion of the comprehensive examination. The defense is a formal presentation of the written dissertation proposal to the Doctoral Committee. Once a student has passed the Dissertation Proposal Defense and obtained IRB approval, research can be initiated. Further information is provided in the Dissertation Guidelines section of this document.

**Step 5: Final Defense**

Once the dissertation research is completed and the student has received the approval of the chair of the student’s doctoral committee, the results of the research are presented in a final oral defense meeting of the Doctoral Dissertation Committee. See Dissertation Guidelines below.

**Dissertation Guidelines**

The doctoral dissertation is the culminating experience in the process of obtaining a doctoral degree. It requires that students who have arrived at this stage of the process can demonstrate the research skills that include knowledge of the literature, and the design and completion of an original research study. The dissertation process involves a serious commitment of time and continuing interaction with the Chair of the Doctoral Committee and with Doctoral Committee members. The doctoral candidate is responsible for the preparation and completion of the dissertation.

**The Doctoral Committee**

The purpose of the Doctoral Committee in the dissertation process is to assist students in completing their doctoral dissertations. The Doctoral Committee will consist of five members (a chair plus four members). The Chair of the committee is the student’s advisor. One member of the committee may be a faculty member from another department with graduate faculty status as defined by the College of Graduate Studies. The Chair of the Doctoral Committee will assist the student in identifying a topic for their dissertation, developing the proposal and the dissertation. However, the student has the primary responsibility for completing these tasks in a timely manner.

Revised 5/6/09 (format change 10/29/09)
Dissertation Proposal

In consultation with the Chair of the Doctoral Committee, students will identify a dissertation topic and prepare a written dissertation proposal. Typically, the proposal should include the rationale and importance of the topic, the purpose of the study, an in-depth review of the literature related to the topic, the design of the study and manner in which the results will be analyzed. The proposal must be approved by the Doctoral Committee at an oral defense before the student can proceed further with the dissertation process.

Approval for Research Involving Human Subjects

All research that involves the use of human subjects must receive permission from the MSU Institutional Review Board (IRB). No data may be collected until IRB approval has been received. Information about the IRB process is available at the College of Graduate Studies and Research Website: http://grad.mnsu.edu/.

Oral Dissertation Defense

The successful completion of a dissertation involves an oral defense of the research study. The student and the Chair of the Doctoral Committee will decide together when the dissertation research is completed and is appropriate to be shared with members of the committee. The oral defense should be scheduled allowing for sufficient time to meet the graduation deadlines of the College of Graduate Studies. Members of the Doctoral committee must receive the materials at least two weeks before the date of the dissertation defense. It is the responsibility of the student to work with committee members to set a date for the dissertation defense and to distribute the materials to the committee in a timely manner. Upon completion of the oral defense, the Doctoral Committee will provide the student with feedback about the dissertation. The student will work with the Chair to incorporate the feedback. The feedback of the committee must be incorporated into the final version of the dissertation before it is submitted to the College of Graduate Studies. The dissertation process is considered successfully completed when the majority of members of the Doctoral Committee indicate their agreement by signing the necessary documentation.

Graduate College Requirements and Deadlines

In order to graduate as planned, students must adhere to the Graduate College Requirements and Deadlines for doctoral programs. Information about the requirements and deadlines are available at the College of Graduate Studies and Research http://grad.mnsu.edu/
## SUMMARY OF PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Transition Point</th>
<th>Requirement/Review Process</th>
<th>Outcome/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Application to program</td>
<td>Faculty reviews the applicant’s application materials and recommends admission.</td>
<td>Admission to program</td>
</tr>
<tr>
<td>2: Plan of Study Proposal</td>
<td>Program faculty reviews the student’s Master’s-level coursework and determines the need for prerequisite Doctoral coursework. In consultation with faculty advisor, the student prepares a Doctoral Plan of Study and establishes a Doctoral advisory committee.</td>
<td>Up to 48 semester hours of student’s Master’s coursework (or approved prerequisite coursework taken after admission to the Doctoral program) is approved for inclusion in the Doctoral Plan of Study.</td>
</tr>
<tr>
<td>3: Plan of Study Approval</td>
<td>The student completes pre-requisite Doctoral coursework (if applicable) and the Doctoral Plan of Study.</td>
<td>Plan of Study Approved</td>
</tr>
<tr>
<td>4: Doctoral Advisory Committee</td>
<td>In consultation with the faculty advisor the Doctoral advisory committee is established.</td>
<td>Advanced Standing</td>
</tr>
<tr>
<td>5: Comprehensive Exam</td>
<td>At or near the completion of Doctoral coursework (exclusive of Practicum and Internship) with at least a 3.0 GPA, the student completes a comprehensive examination demonstrating mastery of program learning outcomes.</td>
<td>Student receives approval to begin Practicum</td>
</tr>
<tr>
<td>6: Completion of Practicum</td>
<td>The student demonstrates basic competency in teaching, supervision, and advanced counseling practice.</td>
<td>Student receives approval to begin Internship</td>
</tr>
<tr>
<td>7: Completion of Internship</td>
<td>Student demonstrates mastery of program learning outcomes and CACREP standards for professional practice as assessed by the clinical (site) supervisor and University supervisor.</td>
<td>Student successfully completes internship</td>
</tr>
<tr>
<td>8: Dissertation Proposal Defense</td>
<td>In consultation with the faculty advisor, the student prepares and successfully defends a proposal for demonstrating required research competencies and contributing to the professional knowledge base.</td>
<td>Admission to Doctoral Candidacy</td>
</tr>
<tr>
<td>9: Dissertation Defense</td>
<td>Student meets all dissertation requirements and successfully completes oral defense of dissertation.</td>
<td>Recommendation for Graduation</td>
</tr>
</tbody>
</table>
Style Guidelines
All dissertations must conform to the style format described in the Publication Manual of the American Psychological Association (the most current edition) and consistent with the guidelines from the College of Graduate Studies.

Student Retention Policy
Students in the Doctoral Program in Counselor Education and Supervision are expected to demonstrate minimum satisfactory progress in academic achievement and professional development, including performance in clinical experiences and development of dispositions. Along with course grades, students’ demonstration of effective professional skills, content knowledge, professional dispositions, and ability to adhere to ethical standards for the profession will be evaluated. The description that follows explains the process of evaluation used for entry, continuance, and completion of students in the CSP Department. In cases where a student is not performing at a satisfactory level in any of the areas described below, a student assistance plan will be developed. The assistance plan may be initiated as a result of an instance of inappropriate or inadequate performance or an identification of a pattern of inappropriate or inadequate performance. A student assistance plan may also be initiated as part of the communication of concerns procedure at any point. The purpose of the process is to identify student needs and articulate needed support.

Assessment of Student Professional Development – Dispositions and Technical Standards
The CSP programs place an emphasis on both academic and personal growth during the student's enrollment. The CSP faculty take seriously their obligation to the student and to the profession in maintaining continuing evaluation of each student’s progress and potential as an effectively functioning professional. The CSP faculty periodically review student progress, and one or more faculty members may meet with a student to discuss faculty perceptions of the student’s professional development.

Minimum Technical Standards for Admission and Matriculation
The Department of Counseling and Student Personnel at Minnesota State University, Mankato is mindful of the unique nature of professional graduate doctoral education. Applicants must possess skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, candidates are required to direct and perform a wide range of activities and experiences including supervision, counseling and teaching. Meeting the Technical Standards for the Department of Counseling and Student Personnel is a requirement to successfully complete the competencies needed for graduation (See Appendix A pgs 13-17).

Dispositions
In order to support students, dispositions (states of being) have been identified and are assessed during admissions, throughout the educational program, and upon program completion. Following students’ self-assessment of their dispositions at the beginning of the program, dispositions are assessed during the program through documentation of behaviors that reflect the dispositions. The dispositions in the Department of Counseling and Student Personnel are:

Professionalism: professional demeanor, relationships with others, general work attitudes and enthusiasm, commitment to professional development, integrity, and professional judgment

Planning, Preparation, and Productivity: dependability, conscientiousness and responsibility, effort and preparation, and productivity;

Commitment to Developing Professional Competencies: commitment to developing multicultural competencies, commitment to developing interpersonal competencies, commitment to developing counseling or student development competencies.

Please see Appendix B pgs. 18 – 21 for a more detailed description of the dispositions required of CSP students.
CSP Program Transition (Evaluation) Points

The professional behavior and performance of students is formally evaluated at three specific times during the doctoral graduate program:

1. Prior to admission to the department;
2. Upon submission of the students’ plan of study; and
3. At the end of the final internship semester.

Students not displaying an appropriate level of professional behavior at any of these evaluation points or at any other time during their tenure in the doctoral program will be provided with opportunities for remediation.

Liability Insurance:

The CSP Department requires each student to carry professional liability insurance during the practicum/internship experiences, and any time that they are supervising masters level students, and recommends that students continue carrying such professional liability insurance throughout their professional careers. In some instances, schools and agencies may carry such insurance on each of their employees; in other instances, it is the employee's responsibility to provide the insurance.

Minnesota state statute does not permit the CSP Department to carry liability insurance for students during their practicum/internship experiences. Accordingly, it will be necessary for each student to make arrangements for such coverage. Students may wish to discuss this situation with their personal insurance representatives. CSP faculty also have additional professional liability information available for students’ consideration. The cost of professional liability insurance must be assumed by each student.

The need to carry professional liability insurance cannot be overemphasized. While charges against professionals are often proven groundless, it is still necessary to secure legal representation to defend against such charges. Such representation is expensive.

Doctoral Student Time Limit

According to Graduate School policy, students must complete all doctoral program requirements, including the dissertation or other capstone project, within seven years of being admitted into the doctoral program. After seven years, doctoral candidacy is terminated for students who have not completed the dissertation or other capstone project. Students may apply for readmission by submitting a letter requesting readmission to the Dean of the College of Graduate Studies and Research. If readmitted, such students must again pass a qualifying examination and fulfill other conditions imposed by the department in order to establish currency. If the qualifying examinations are passed and the other conditions are met, students are readmitted to candidacy. Students have three years from this date to complete a dissertation or other applicable capstone project. It is strongly recommended that students refer to the current edition of the Graduate School Bulletin.

Ed.D. Student Responsibilities

During the time that students are working on the doctoral degree, they may assume several responsibilities. The following descriptions clarify the four main responsibilities each student is likely to experience.

Classroom Student:

In-class course work provides exposure to a variety of concepts, theories, and knowledge base in major content areas for doctoral-level careers. Doctoral classes are typically provided in seminar format where students are active participants in the learning process. Successful doctoral students demonstrate collaboration and peer learning, critical thinking and analysis, synthesis of ideas, concepts
and research, participate actively, engage in class discussion of course material, and in the process develop an appreciation for the field of counselor education and commitment to lifelong learning. Faculty and students work to create a classroom environment that respects diversity and allows for each student to share ideas and experiences without fear of retaliation or harassment.

**Practicum Student:**

Practicum in Counseling (CSP 779) is an advanced practicum course where students develop and/or refine advanced counseling skills that should conceptually link counselor practice to teaching and supervision. This should be viewed as a professional experience.

**Internship Student:**

According to CACREP standards students will complete a minimum of 600 internship hours. During this time students might engage in teaching, clinical practice and/or supervision. In consultation with the graduate advisor, an internship contract will be developed ensuring that students are provided the opportunity to participate in professional activities that are appropriate to the student’s career objectives.

**Graduate Assistant:**

Students with graduate assistantships will be assigned to work with faculty to ensure mentoring in research, teaching, supervision, service and professional development as a counselor educator.
## Appendix A

### Ed.D. in Counselor Education and Supervision

#### Course Sequence

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
<td><strong>Spring:</strong></td>
<td><strong>Summer:</strong></td>
</tr>
<tr>
<td>Core classes</td>
<td>Core classes</td>
<td>Core classes</td>
</tr>
<tr>
<td>CSP 776 Intermediate Statistics</td>
<td>CSP 748 Diversity in CES</td>
<td>* CSP 730 Ethical and Legal Issues in Counselor Ed</td>
</tr>
<tr>
<td>CSP 758 Advanced Career Development</td>
<td>CSP 780 Qualitative Research Methods</td>
<td>One-track or two-track classes</td>
</tr>
<tr>
<td>CSP 790 Supervision in Counselor Education</td>
<td>CSP 765 Advanced Counseling Theories and Techniques</td>
<td>* CSP 769 Advanced Assessment/Treatment Planning (MH, SC)</td>
</tr>
<tr>
<td>* CSP 730 Ethical and Legal Issues in Counselor Ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-track or two-track classes</td>
<td>* CSP 722 Organization and Governance in Higher Ed (CSA)</td>
<td></td>
</tr>
<tr>
<td><strong>Fall:</strong></td>
<td><strong>Spring:</strong></td>
<td><strong>Summer:</strong></td>
</tr>
<tr>
<td>Core classes</td>
<td>Core classes</td>
<td>Core classes</td>
</tr>
<tr>
<td>CSP 773 Adv. Group Counseling</td>
<td>CSP 778 Quantitative Research Methods</td>
<td>CSP 786 Internship (option)</td>
</tr>
<tr>
<td>CSP 779 Advanced Practicum</td>
<td>CSP 786 Internship (option)</td>
<td>One-track or two-track classes</td>
</tr>
<tr>
<td>One-track or two-track classes</td>
<td>One-track or two-track classes</td>
<td>* CSP 723 Budgeting and Finance (CSA)</td>
</tr>
<tr>
<td>* CSP 762 Advanced College Student Development Theories (CSA)</td>
<td>* CSP 767 Contemporary Issues in Mental Health Counseling and Family Counseling (MH)</td>
<td></td>
</tr>
<tr>
<td>* CSP 759 Contemporary Issues in School Counseling (SC)</td>
<td>CSA elective</td>
<td></td>
</tr>
<tr>
<td><strong>Fall:</strong></td>
<td><strong>Spring:</strong></td>
<td><strong>Summer:</strong></td>
</tr>
<tr>
<td>Core classes</td>
<td>Core classes</td>
<td>Core classes</td>
</tr>
<tr>
<td>CSP 786 Internship (option)</td>
<td>CSP 786 Internship (option)</td>
<td>CSP 794 Dissertation</td>
</tr>
<tr>
<td>CSP 794 Dissertation</td>
<td>CSP 794 Dissertation</td>
<td>CSP 786 Internship (option)</td>
</tr>
</tbody>
</table>

* offered every other year
Counseling and Student Personnel
Ed.D. Program

Plan of Study

See the CSP Doctoral Student Handbook regarding deadlines for filing this plan and a listing of all degree requirements.

Name ___________________________ Tech ID ___________________________
Address ___________________________ Phone # (______ ) ___________________________
City ___________________________ State _______ ZIP ________________
E-mail Address ___________________________

First term in program ___________ 20 ___________ Area of Emphasis ___________________________

Indicate the courses you will enroll in by placing a check in the corresponding circle:

Required Core Counseling Courses: (18 semester credits)
☐ CSP 730 Ethical & Legal Issues In Counselor Education & Supervision (3)
☐ CSP 748 Diversity in Counselor Education & Supervision (3)
☐ CSP 758 Advanced Career Development (3)
☐ CSP 765 Advanced Counseling Theories & Techniques (3)
☐ CSP 773 Advanced Group Counseling (3)
☐ CSP 765 Advanced Counseling Theories & Techniques (3)

Required Research Core Courses: (9 semester credits)
☐ CSP 776 Intermediate Statistics (3)
☐ CSP 778 Quantitative Research Methods (3)
☐ CSP 780 Qualitative Research Methods (3)

Practicum/Internship: (9 semester credits)
☐ CSP 779 Advanced Practicum in Counselor Education & Supervision (3)
☐ CSP 786 Advanced Internship in CES (6)

Dissertation:
☐ CSP 794 Dissertation (min. of 12 semester credits)

Sign to indicate you are aware that you will need to seek and receive IRB approval prior to conducting your dissertation research if the research involves human subjects.

Professional School Counseling Emphasis: (12 semester credits)
☐ CSP 759 Contemporary Issues in School Counseling (3)
☐ CSP 769 Advanced Assessment & Treatment Planning (3)
☐ Elective (3)
☐ Elective (3)

Mental Health Counseling Emphasis: (12 semester credits)
☐ CSP 767 Contemporary Issues in Mental Health Counseling & Family Counseling (3)
☐ CSP 769 Advanced Assessment & Treatment Planning (3)
☐ Elective (3)
☐ Elective (3)

College Student Affairs Emphasis: (12 semester credits)
☐ CSP 722 Organization & Governance in Higher Education (3)
☐ CSP 723 Budgeting & Finance in Higher Education (3)
☐ CSP 762 Advanced College Student Development Theories (3)
☐ Elective (3)

Transferred Credits/ Prerequisites/Electives

<table>
<thead>
<tr>
<th>Dept.</th>
<th>#</th>
<th>Name of Course/Institution</th>
<th>Credits</th>
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Total Semester Credits For Degree: ______

Student’s Signature ___________________________ Date ___________

Advisor/Chair of Committee ___________________________ Date ___________

Reviewed and Approved by Faculty: ___________________________

Department Chair ___________________________ Date ___________

Revised 5/6/09 (format change 10/29/09)
Appendix C

Minimum Technical Standards for Admissions and Matriculation
Department of Counseling & Student Personnel
Minnesota State University, Mankato

The Department of Counseling and Student Personnel at Minnesota State University, Mankato is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, ethnicity, culture, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, socioeconomic status, or sexual orientation. In adhering to this policy, Minnesota State University, Mankato and the Department of Counseling and Student Personnel abide by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statutes and regulations relating to equality of opportunity.

The Department of Counseling and Student Personnel at Minnesota State University, Mankato confers the Doctor of Education degree, with associated recommendations for program-specific licensure for graduates where appropriate. The degree carries with it the full authority of the institution and communicates competencies to those who might seek the services of the degree awardees. This requires that candidates acquire the knowledge, skills, and dispositions essential to the profession.

The Department of Counseling and Student Personnel at Minnesota State University, Mankato is mindful of the unique nature of the professional graduate education, counseling, and college student affairs curricula. Applicants must possess skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, candidates are required to direct and perform a wide range of activities and experiences with youth in schools, students on college campuses, and clients in counseling settings. Candidates must be able to meet the following technical standards with or without reasonable accommodation.

Physical Capabilities:
General: Candidates should have sufficient motor function so they can execute movements reasonably required to provide necessary service to their clientele within an acceptable amount of time.

Specific: Candidates are required to possess the motor function to:

- operate the technology and equipment necessary to carry out the counseling, teaching, and student or client assistance tasks that are required of counseling and student affairs professionals.
- complete job-specific activities necessary to insure the safety of their clientele.

Sensory/Observation Capabilities:
1. General: Candidates must have adequate sensory ability to observe and monitor the academic, behavioral, and nonverbal activity of their students or clients in order to maintain a safe, responsive, and productive classroom, campus, or counseling environment.
Specific: It is required that candidates possess adequate sensory capability to:
   a. use visual, auditory, and kinesthetic inputs in assessing student or client needs.
   b. operate the technology and equipment necessary to provide necessary services to students or clients consistent with the candidate’s program area.
   c. provide necessary direct service to students or clients.

2. General: Candidates must have adequate sensory ability to develop relationships and respond to concerns of students or clients.

Specific: It is required that candidates possess adequate sensory capability to:

a. use visual, auditory, and kinesthetic inputs to accurately perceive both explicit and implicit cognitive, behavioral, and affective communications, build trusting relationships, and assist with student or client concerns.

Communication Capabilities:

General: Candidates must be able to communicate issues and perspectives effectively and sensitively with the range of clientele and stakeholders associated with their anticipated work setting.

Specific: It is required that candidates possess the:

a. written, oral, and nonverbal communication skills to build and maintain positive relationships with their anticipated clientele, colleagues, supervisors, and stakeholders.

b. written, oral, and nonverbal communication skills to provide corrective and instructional feedback where appropriate.

c. written, oral, and nonverbal communication skills to articulate cultural understanding.

d. written communication skills to effectively complete necessary professional documentation and correspondence.

e. reading skills to learn from professional literature.

f. written, oral, and nonverbal communication skills that provide positive and accurate models for clientele and stakeholders.

Cognitive Capabilities:

1. General: Candidates must be able to measure, calculate, reason, analyze, predict, integrate, synthesize and evaluate. Problem solving as well as instructional or other types of planning and design are critical skills for counselors and college student affairs personnel and require all of these cognitive abilities. Candidates must be able to perform these responsibilities in a timely fashion for effective completion of work tasks.

Specific: It is required that candidates possess:

a. cognitive capabilities to understand and use concepts within their discipline as well as interdisciplinary concepts.

2. General: Candidates must be able to acquire and comprehend a defined level of required information through instruction, demonstrations, and experiences in counseling and student personnel.
Behavioral Capabilities:
General: Candidates must possess the emotional and physical health required for full use of their intellectual abilities, exercise of good judgment, maintenance of confidentiality, prompt completion of all job responsibilities, and development of mature, sensitive, and effective relationships with their colleagues, supervisors, faculty, clientele, and stakeholders.

Specific: A profession in counseling or college student affairs is mentally, emotionally, and physically demanding. Candidates must be able to:

a. tolerate demanding workloads, function under stress, adapt to changing environments, and learn to function in the face of uncertainties inherent in the challenges of students and clients.

b. refrain from abusing substances in a manner that impairs their professional conduct or professional reputation.

c. understand and respect diverse backgrounds of students, students’ families, clients, and colleagues.

d. manage apprehensive and troubled students or clients with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them.

e. develop and maintain professional, interdependent relationships with other counseling and student affairs professionals.

f. demonstrate respect and sensitivity for persons from diverse backgrounds that are not limited to race, ethnicity, national origin, gender, age, ability, sexual orientation, religion, marital status, and socioeconomic status.

Counseling Capabilities:
1. General: Candidates must possess the ability to develop a level of professional responsibility necessary for adequate provision of counseling services.

Specific: Candidates must be able and willing to:

a. respect and uphold the confidentiality of their clients’ issues and concerns.

b. maintain a commitment to on-going professional growth, particularly the ability to recognize and work to develop professional competencies and overcome personal deficiencies.

c. adhere to the ethical, legal, and professional guidelines of the counseling and student affairs profession.

d. invest the time and energy necessary to develop professional counseling skills.

e. complete case reports and/or other professional correspondence and documentation punctually and conscientiously.

2. General: Candidates must possess the ability to develop a trusting, therapeutic relationship with clients, regardless of the client’s race, ethnicity, culture, national origin, gender, age, ability, sexual orientation, religion, marital status, and socioeconomic status.

Specific: Candidates must be able and willing to:

a. develop rapport with a variety of clients.

b. actively and effectively listen to clients’ explicit and implicit concerns.
c. avoid the imposition of personal values on clients.

d. accept and respond effectively to both positive and negative affect displayed by clients.

e. maintain appropriate professional boundaries in the counseling relationship.

f. understand and respect the diverse cultural backgrounds of clients and the impact of their own cultural identity on the counseling or professional interaction.

3. General: Candidates must possess the ability to develop a level of self-awareness necessary for effective provision of counseling and student development services.

Specific: Candidates must be able and willing to:

   a. seek and accept feedback from peers, supervisors, and faculty about their professional knowledge and skills and use this feedback to improve their professional behavior, functioning, and self-development.

   b. be aware of their own feelings during a counseling session and effectively communicate those feelings to clients when appropriate.

   c. seek and accept feedback about their personal and interpersonal functioning and use this feedback to improve their professional functioning.

   d. recognize their own competencies and skills and share them with peers, supervisors, and faculty.

   e. recognize their own counseling style and its impact on clients from diverse backgrounds.

4. General: Candidates must possess the ability to make good decisions regarding the provision of counseling techniques and approaches.

Specific: Candidates must have the capacity to:

   a. conceptualize a counseling or student development case or issue based on appropriate and culturally relevant theoretical models, accurate behavioral observations, and collection of relevant information.

   b. exercise professionally sound judgment in the selection, timing, and implementation of counseling and college student development techniques and strategies.

   c. understand and use counseling theories and techniques (Western or non-Western) in a culturally sensitive manner consistent with the life experiences and worldview of students and clients.

In order to support students, dispositions (states of being) have been identified and are assessed during admissions, throughout the educational program, and upon program completion. Following a self-assessment of their dispositions by the students at the beginning of the program, dispositions are assessed during the program through documentation of behaviors that reflect the dispositions.

The dispositions in the Department of Counseling and Student Personnel are:

*Professionalism*: professional demeanor, relationships with others, general work attitudes and enthusiasm, commitment to professional development, integrity, and professional judgment

*Planning, Preparation, and Productivity*: dependability, conscientiousness and responsibility, effort and preparation, and productivity
Commitment to Developing Professional Competencies: commitment to developing multicultural competencies, commitment to developing interpersonal competencies, commitment to developing counseling or student development competencies.

Once admitted to the Department of Counseling and Student Personnel, the professional behavior of students is formally evaluated at three specific times: 1. Prior to admission to the department, 2. upon submission of the students’ plan of study; and 3. at the end of the final internship semester.

Students not displaying an appropriate level of professional behavior at any of these evaluation points will be provided with opportunities for remediation, as outlined in the CSP Graduate Student Manual.

Meeting the Technical Standards for the Department of Counseling and Student Personnel is required to successfully complete the competencies needed for graduation. These competencies are available upon request from the Dean of the College of Education, Minnesota State University, Mankato, 118 Armstrong Hall, Mankato, Minnesota 56001. Phone: (507) 389-5445. Fax: (507) 389-2566.
Appendix D  
Minnesota State University, Mankato  
Department of Counseling and Student Personnel:  

Candidate Evaluation of Dispositions  

All CSP students must demonstrate, at minimum, an intermediate level of performance on all of the dispositions listed below. A disposition is a state of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Dispositions are assessed throughout the program, and a final documentation of all dispositions is required before a CSP student will be approved for graduation. Student performance will be assessed according to these levels:

<table>
<thead>
<tr>
<th>Unaware</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Professional</th>
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<tbody>
<tr>
<td>Behaviors do not reflect the disposition or attribute. May be unaware of need for the disposition.</td>
<td>Behaviors begin to reflect the disposition. However, implementation is not always consistent or successful.</td>
<td>Behaviors consistently reflect the dispositions.</td>
<td>Behaviors frequently go above and beyond expectations and demonstrate effective leadership or the ability to be proactive.</td>
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<tr>
<th>Dispositions</th>
<th>Behaviors</th>
<th>Assessment Level</th>
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<td>Unaware</td>
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### Domain A: Professionalism

**Professional demeanor**

- Uses proper grammar and vocabulary in written and oral communication.
- Maintains personal hygiene.
- Dresses appropriately for the professional setting.

**Relationships with others**

- Interacts with peers, faculty, supervisors, and internship clientele in a positive, professional manner.
- Offers feedback to peers, faculty, and supervisors in a respectful and solution-oriented manner.
- Perceives and honors the physical, emotional, and social boundaries of others.
- Perceives and honors diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
- Develops and maintains professional, interdependent relationships with other counseling and student personnel peers and professionals.
- Engages in open, comfortable, clear communication with peers and supervisors.
- Respects opinions, practices, values, and emotional reactions that are different from one’s own.
| **General work attitude and enthusiasm** | Tolerates demanding workloads and stressful conditions.  
Demonstrates the ability to function in ambiguous situations.  
Seeks and uses feedback from peers and supervisors to improve professional behavior. |
| **Commitment to professional development** | Engages in professional growth: reading, scholarly work, conferences, workshops, and additional coursework.  
Invests the time and energy to develop professional counseling and student development skills and professional competencies.  
Recognizes and demonstrates a commitment to overcome personal, interpersonal, and professional deficiencies. |
| **Integrity** | Adheres to the ethical guidelines of the counseling and student affairs professions.  
Respects and upholds the confidentiality of clients’ issues and concerns. |
<p>| <strong>Professional judgment</strong> | Exercises professionally sound judgment in the selection, timing, and implementation of counseling and student development techniques and strategies. |
| <strong>Comments:</strong> | |</p>
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<tr>
<th>Dispositions</th>
<th>Behaviors</th>
<th>Assessment Level</th>
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<td>Unaware</td>
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**Domain B: Planning, Preparation, and Productivity**

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<tr>
<th>Dependability, conscientiousness, responsibility</th>
<th>Arrives on time to academic and professional commitments.</th>
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<td>Meets attendance obligations and expectations.</td>
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<td></td>
<td>Accepts personal responsibility for one’s own actions and behaviors.</td>
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<td></td>
<td>Is punctual and reliable in the completion of assignments and correspondence during coursework and clinical supervision.</td>
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<tr>
<td></td>
<td>Arrives able to perform professional tasks and functions, including the exercise of sound judgment.</td>
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<tr>
<td>Effort and preparation</td>
<td>Arrives prepared to perform professional tasks and meet academic or professional responsibilities.</td>
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<td>Demonstrates thoughtful preparation and effort commensurate with professional or academic expectations.</td>
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<td>Productivity</td>
<td>Completes assigned tasks on schedule.</td>
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<td></td>
<td>Works effectively as part of a group, as well as independently.</td>
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**Comments:**

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<tr>
<th>Domain C: Commitment to Developing Professional Competencies</th>
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<tr>
<td>Commitment to developing multicultural competencies</td>
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<tr>
<td>Demonstrates appreciation for diversity.</td>
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<tr>
<td>Understands and respects diverse backgrounds, beliefs, and values of students, clients and colleagues.</td>
</tr>
<tr>
<td>Seeks feedback about multicultural knowledge and skills and uses this feedback to improve professional functioning.</td>
</tr>
<tr>
<td>Commitment to developing interpersonal competencies</td>
</tr>
<tr>
<td>Seeks and uses feedback about one’s personal and interpersonal functioning and uses this feedback to improve professional functioning.</td>
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<tr>
<td>Demonstrates respect, clear communication, and a commitment to collaborative problem solving when facing interpersonal differences.</td>
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### Commitment to developing counseling or student development competencies

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<th>Requirement</th>
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<td>Recognizes one’s own professional competencies and shares them with peers, supervisors, and faculty.</td>
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<tr>
<td>Seeks feedback from peers, supervisors, and faculty about one’s professional knowledge and skills and uses this feedback to improve professional functioning.</td>
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<tr>
<td>Demonstrates willingness to learn new modes of service delivery and use a variety of resources.</td>
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<tr>
<td>Demonstrates willingness to use technology as a tool in service delivery.</td>
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<tr>
<td>Demonstrates commitment to improving practice through data collection, assessment and program evaluation.</td>
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<tr>
<td>Demonstrates commitment to lifelong learning.</td>
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**Comments:**

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**Student’s Signature**

---

**Date**

---

**Advisor/Faculty Reviewer**

---

**Date**

---

**Department Chair**

---

**Date**
The purpose of the Doctoral Committee is to assist students to complete their doctoral dissertations. The Doctoral Committee will consist of five members (a chair plus four members). The Chair of the committee is the student’s advisor. One of the committee members may be a faculty from outside the Counseling and Student Personnel Department who has graduate faculty status as defined by the College of Graduate Studies. **This completed form must be submitted to the Chair/Advisor of the committee in the semester prior to enrollment in CSP 778 Quantitative Research Methods.**

| Student Name: ______________________________ | Student Signature: ______________________________ |
| (Please Print) | |
| Date: ______________________________ | |

As advisor to the above student, I approve the dissertation committee as named below:

| Committee members: |
| --- | --- |
| Advisor’s Name | Advisor’s Signature |
| Committee Member Name | Committee Member Signature |
| Committee Member Name | Committee Member Signature |
| Committee Member Name | Committee Member Signature |
| Committee Member Name | Committee Member Signature |

**Department Chair Signature**

As described in the *Doctoral Student Handbook* this form must be filled out prior to enrolling in CSP 778: Quantitative Research Methods.

Revised 4/23/09
Appendix F
Nomination of Doctoral Student for Admission to Candidacy

Department ____________________________________________ Student ________________________________
Advisor ________________________________________________ Student Tech I.D. ____________________________
Degree Program ________________________________________________________________________________
Title of Proposed Dissertation or Research Topic __________________________________________________________________________________________

The above named doctoral student has successfully completed all requirements for Admission to Candidacy (listed below) and is hereby nominated.

1. Completed program required and elective coursework, including at least a B (3.0) average in graduate courses applied in fulfillment of curricular requirements. Yes ________

2. Satisfactory completion of all departmental qualifying exam(s) and/or other qualifying activity
   (a) Qualifying Written Exam ________________________________ Date ________________________________
   (b) Qualifying Oral Exam ________________________________ Date ________________________________
   (c) Other Activity (please specify) _________________________ Date ________________________________

3. Other Program Specific Candidacy Requirements:
   Name of Requirements How Satisfied Date(s) Satisfied
   ___________________________________________________________ ________________________________
   ___________________________________________________________ ________________________________

4. By signature below, the student and faculty advisor acknowledge that
   • The doctoral student's capstone research involving human subjects, animal subjects, or hazardous material must be approved by the applicable University compliance committee(s): Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), or other appropriate compliance committee designated by the University.
   • Engaging in such research without advance approval by the appropriate committee would constitute misconduct.

Please check only one box.
☐ Approval has been obtained. Log # ______________________________
☐ Approval is necessary and proposal has been submitted. Log # ______________________________
☐ Compliance review committee approval is not required.

Student Signature: ________________________________ Date: ________________________________
Faculty Advisor Signature: __________________________ Date: ____________________________
Department Chair Signature: __________________________ Date: ____________________________
Graduate Studies Signature: __________________________ Date: ____________________________

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GRAD174FR-09/08