



## **Ph.D Program with a Major in Counseling**

***\*SAMPLE\****

***Student Handbook***

***Policies and Procedures Manual***

***Cohort 66***

***Entering June 2015***

**Counseling Academic Unit  
College of Education  
204 Furman Hall  
Oregon State University  
Corvallis, OR 97331-3502**

**OREGON STATE UNIVERSITY  
Ph.D PROGRAM WITH A MAJOR IN COUNSELING**

**Student Handbook & Policies and Procedures Manual**

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**OREGON STATE UNIVERSITY  
PH.D WITH A MAJOR IN COUNSELING PROGRAM**

**SECTION I. BACKGROUND**

**A. CACREP Statement on Goals of Doctoral Programs**

Doctoral degree programs in Counselor Education and Supervision are intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings. Doctoral programs accept as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry. Doctoral programs prepare students to generate new knowledge for the counseling profession through research that results in dissertations that are appropriate to the fields of counselor education, supervision, or advanced counseling practice. This extension of knowledge should take into account the societal changes of the 21st century and prepare graduates to be leaders and advocates for change.

**B. Background of the Ph.D Program with a Major in Counseling**

OSU has engaged in counselor preparation since 1916 (only 5 years after Harvard University offered the first counseling course in the nation). By 1930, a complete curriculum was in place at OSU. The first OSU doctorate with a Major in Counseling was awarded in 1953. The Ph.D Program with a Major in Counseling has possessed CACREP accreditation since 1986.

**C. Mission of OSU Ph.D with a Major in Counseling**

The mission of OSU Ph.D with a Major in Counseling is to prepare exemplary counselor educators, supervisors, advanced counseling practitioners, and scholars to generate, use, and disseminate knowledge to solve critical human problems in a diverse global community.

**D. Associated Mission Statements**

*Oregon State University:*

Oregon State University aspires to stimulate a lasting attitude of inquiry, openness and social responsibility. To meet these aspirations, we are committed to providing excellent academic programs, educational experiences and creative scholarship.

*College of Education:*

The mission of the College of Education is to prepare, inspire and support teachers, counselors, educational leaders, researchers, and volunteers to promote lifelong learning in schools, colleges, universities, communities, and workplaces. Embracing an innovative spirit in teaching, research, service, and knowledge dissemination, we are committed to the values of diversity and social justice in a global society.

*Counseling Academic Unit:*

The mission of the Oregon State University graduate program in Counseling is to prepare professional leaders who promote the social, psychological and physical well-being of individuals, families, communities and organizations. We believe that such professional leaders stand for social, economic and political justice and therefore must be prepared to be proactive educators, change agents and advocates in the face of injustice. Professional leaders are sensitive to life span developmental issues, demonstrate multicultural awareness, and recognize a global perspective as integral to the preparation of professional leaders. The syllabus for each course in the program denotes which mission statements are supported by the course.

## SECTION II. PROGRAM INFORMATION

### A. Ph.D with a Major in Counseling General Curricular Themes

In order to accomplish its mission and implement its goals, the doctoral program in counseling is defined by four curricular themes: advanced clinical practice, clinical supervision, and instruction.

#### Advanced Clinical Practice

Doctoral students in counseling demonstrate advanced clinical practice skills which promote greater social justice and respect for diversity. These advanced skills represent current, cutting-edge, evidence-based and ethical practice and are grounded in foundational philosophies and theories of the counseling profession.

#### Clinical Supervision

Doctoral students in counseling demonstrate levels of clinical supervision proficiency which meet or exceed the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In order to meet these standards and to demonstrate high levels of supervisory proficiency, students engage in varied curricular experiences. Faculty members assist students to develop increased competence in supervision through instruction, modeling and supervision of supervision.

#### University-Level Instruction

Doctoral students in counseling demonstrate advanced knowledge and skills for instruction of both pre-service and in-service counselors. At their core, the knowledge and skills should promote empowerment, greater social justice, and respect for diversity.

#### Excellence in Research

Doctoral students in counseling are committed to excellence in research and demonstrate advanced research knowledge and skills. Students understand the connection between ethical research and counseling, supervision, instructional, and leadership/advocacy practices that promote greater counseling efficacy, social justice, and respect for diversity. They demonstrate this understanding through engagement in coursework, collaborative projects with faculty, and completion of quality dissertation research that contributes to the counseling profession.

### B. Learning Outcomes for the Ph.D with a Major in Counseling

#### Global Program Goals:

##### 1. Academic & Professional

Students will develop an area of professional counseling expertise and demonstrate appropriate academic and professional goals through intentional creation and completion of a program of study, dissertation research focus, and internship experiences that are congruent with an identity as an advanced counseling practitioner, counselor supervisor, counselor

educator, and/or counselor leader.

## 2. Academic Mastery

Students will demonstrate academic mastery by developing and successfully completing an approved program of study that meets the academic standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for doctoral program in counselor education. Academic mastery will also be demonstrated through successful completion of written comprehensive, preliminary oral comprehensive and final oral comprehensive exams.

## 3. Professional Competence

Students will demonstrate professional skills beyond the master's level and ethical behavior as an advanced counseling practitioner, counselor supervisor, counselor educator, and counselor leader during clinical coursework such as practicum and internship.

## 4. Democratic Perspectives

Students will demonstrate the necessary awareness, knowledge, and skills of cultural competence as an ethical counselor, supervisor, educator, and leader through satisfactory completion of content coursework and application of content to practice during practicum and internships.

## 5. Research Mastery

Students will demonstrate advanced level knowledge of research foundations, methods, and responsible conduct of research through successful completion of research coursework. Students will also demonstrate an ability to apply this knowledge through producing an original contribution to knowledge in the field of counseling during the dissertation process.

## 6. Personal Development

Students will demonstrate self-awareness, awareness of impact on others, ability to regulate emotions, ability to reflect, critical thinking skills/judgment and integrity sufficient to ethically undertake the roles of advanced counseling practitioner, supervisor, counselor educator, counselor leader, and researcher during the processes of course completion, clinical experiences and dissertation completion.

### **Programmatic Learning Outcomes:**

#### **1. Produce and defend an original significant contribution to knowledge.**

1.1.1.1. Indicator: Student successfully defends a dissertation

#### **2. Demonstrate mastery of subject material (ref. CACREP Doctoral Standards II.1-8)**

2.1. Theories pertaining to the principles and practice of counseling

2.1.1.1. Indicator: Can demonstrate advanced skills and knowledge of counseling

## **2.2. Theories pertaining to the principles and practice of Career Development**

2.2.1.1. Indicator: Can demonstrate advanced knowledge of career development issues in counseling

## **2.3. Theories pertaining to the principles and practice of Group Work and Systems**

2.3.1.1. Indicator: Can demonstrate advanced knowledge of group work and systems issues in counseling

## **2.4. Theories pertaining to the principles and practice of Consultation**

2.4.1.1. Indicator: Can demonstrate advanced knowledge of consultation issues in counseling

## **2.5. Theories pertaining to the principles and practice of Crises and Disasters**

2.5.1.1. Indicator: Can demonstrate advanced knowledge of crisis and disaster issues in counseling

## **2.6. Theories and practices of counselor supervision**

2.6.1.1. Indicator: Can demonstrate advanced knowledge of supervision issues in counseling

## **2.7. Instructional theory and methods relevant to counselor education**

2.7.1.1. Indicator: Can demonstrate advanced knowledge of instructional theory and methods relevant to counselor education

## **2.8. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning**

2.8.1.1.1. Indicator: Can demonstrate advanced knowledge of multicultural issues and competencies, including social change theory and advocacy action planning

## **2.9. Design, implementation, and analysis of quantitative and qualitative research**

2.9.1. Design, implementation, and analysis of qualitative research

2.9.1.1.1. Indicator: Can demonstrate advanced knowledge of the design, implementation, and analysis of qualitative research

2.9.2. Design, implementation, and analysis of quantitative research

2.9.2.1.1. Indicator: Can demonstrate advanced knowledge of the design, implementation, and analysis of quantitative research

## **2.10. Models and methods of assessment and use of data**

2.10.1.1. Indicator: Can demonstrate advanced knowledge of assessment issues in counseling.

## **3. Be able to conduct scholarly activities in an ethical manner.**

3.1.1.1. Indicator: Student is able to demonstrate knowledge of the processes of ethical research in the Social and Behavioral Sciences.

## C. Academic Background

Individuals entering the program will have completed a master's degree in counseling or related field that includes coursework equivalent to the OSU master's in School Counseling, Community Counseling, or Clinical Mental Health Counseling and meets the eight common core curricular areas outlined in CACREP (2009). Those incoming doctoral student missing equivalent courses will need to add these courses to their doctoral program of study, engage in approved remediation, or document mastery of course content. Doctoral candidates are also expected to enter the program with competency in the use of instructional technology. See Appendix A for content checklist for Ph.D applicants.

## D. Curriculum

This program is 150 quarter hours. 56 graded quarter credits of the 150 can be transferred in from a counseling master's degree. Students complete the program on a part-time basis. Specifically, students take two classes per quarter for 8 consecutive quarters and then complete a year or more of internship and dissertation work. Most of these courses take place twice during a quarter on a weekend (i.e., Friday and Saturday from 9 am to 5 pm) and will be based in the Portland metropolitan area. Clinical courses (TCE 617, 618, 619, 697) will also include synchronous online supervision at scheduled times (usually Monday or Wednesday evenings) during the term. All courses will be offered solely through OSU's Extended Campus (<http://ecampus.oregonstate.edu/>) with the **exception** of TCE 603 – Dissertation taken during summer sessions. This curriculum was designed according to the CACREP standards for Ph.D programs. See Appendix B for the Ph.D curriculum. **Students must register in accordance with the Graduate School's Continuous Enrollment Policy (see appendix K).**

## E. Program Sequence

This section provides you with an overview of the doctoral sequence (see Appendix C for a graphical representation). More detail is provided in the *Graduate Student Guide to Success* which can be found on the Graduate School website: [http://oregonstate.edu/dept/grad\\_school/current/success.html](http://oregonstate.edu/dept/grad_school/current/success.html). Traditionally, the Counseling Program assigns a preliminary major professor to the Ph.D student upon admission. Students should meet with their major professor regularly to discuss their program. There are five major steps in this sequence. These steps are:

### Step 1: Program of Study Meeting

The purpose of the program of study meeting is to incorporate assessments of the student's academic preparation and performance as well as personal and professional development into a formal program of study. The OSU Ph.D with a Major in Counseling program of study meeting is **typically** a group meeting held the eighth Friday of Spring term in the first year. Students should consult with their assigned advisor well in advance of this meeting (at least one month) to discuss master's level coursework completed, academic performance, clinical performance, research focus, and professional goals.



Additionally, during the first year, students should begin to consider the membership of their committees. Criteria for requesting that a professor join your committee include areas of interest or expertise, and compatibility of members both with the student and with each other. Committees consist of five members. The major professor is the chair of the committee, one member is the Graduate Representative, and the other three members are chosen from the community of scholars. Some non-university experts are acceptable as committee members, if they qualify for status as an adjunct to the faculty for purpose of sitting on a Ph.D committee. Consult with your assigned advisor.

### **Step 2: Written Comprehensive Exam**

No earlier than the Spring Quarter of the 2nd Year of matriculation in the Ph.D program, a student may sit for the Written Comprehensive Exam. The purpose of this examination is to determine the student's mastery of the content knowledge of her or his major field of study. The OSU Ph.D with a Major in Counseling written comprehensive examination is *typically* administered on the third Friday of Spring term the second year and then again the third Friday of Fall term the third year. Students will arrange for proctoring, as per program guidelines, in the geographic area in which they want to be tested. See Appendix F for the specific requirements. See Appendix G for the Written Comprehensive Exam scoring rubric. Please note the exam is graded by the doctoral level faculty on a blind basis.

### **Step 3: Dissertation Proposal Defense**

The dissertation proposal is presented in a formal research proposal meeting with the committee. The format of the proposal will depend on which dissertation format is selected by chair and student. Two formats for a dissertation are permitted by the Graduate School (see Appendix D). If the committee approves the dissertation proposal (see Appendix E), and the proposal is approved by the OSU Human Subjects Review Board (<http://oregonstate.edu/research/ori/irb.htm>), the student is then free to undertake the research part of the dissertation.

### **Step 4: Preliminary Oral Examination**

After passing the written comprehensive exam and no earlier than their last quarter of course work, a student may sit for their preliminary oral examination. This exam gives the committee members an opportunity to assess the student's mastery of doctoral program learning objectives and to follow-up on any questions/concerns related to the written comprehensive exam. The Preliminary Oral Examination is often done concurrently with the Dissertation Proposal Defense.

### **Step 5: Final Oral Examination**

Once the dissertation is approved by the student's major professor, it is submitted to the committee. A final meeting of the committee is held for the purpose of defense of the dissertation by the student. When the committee is satisfied that the dissertation is acceptable for publication, the student has shown proficiency in research, and can defend his or her

research, then the dissertation is accepted by the committee. Final editing of the paper frequently takes place after the defense, prior to the dissertation being submitted to the Dean of the *College* of Education for approval to go forward to the Graduate School.

**nota bene:** The Program of Study Meeting, Preliminary Oral Examination and the Final Oral Examination are official Graduate School events. The Preliminary Oral Exam and Final Oral Exam MUST be scheduled through the Graduate School (see Appendix H). Due to Graduate School regulations steps 1, 4, and 5 will occur on OSU Corvallis Campus. The Graduate school does allow remote participations of committee members and/or the student under certain conditions [http://oregonstate.edu/dept/grad\\_school/forms.php#remote](http://oregonstate.edu/dept/grad_school/forms.php#remote)

## **F. Time Limit**

For the doctoral degree, there is not a time limit on the age of course work, but the final oral examination must be taken within five years after the preliminary oral examination. If more than five years elapse, the candidate will be required to take another preliminary oral examination.

## **G. Ph.D Student Roles**

Doctoral students experience many different roles during the course of their studies. The four roles which are critical to the development of doctoral students are practicum student, internship student, classroom student, and emerging professional and scholar. Exploration of each may help Ph.D students approach these roles with greater understanding.

### **Classroom Student**

A common student role is that of the *classroom student*. In-class coursework assures exposure to, discussion of, and practice with concepts, theories, and knowledge base in major areas of preparation for doctoral-level careers. Students are in the classroom to cover content areas required for their training. Classroom students are expected to be prepared, engage in classroom discussions and activities, and complete the assignments of the course in a timely manner.

### **Practicum Student**

Practicum in Counseling (TCE 618) is an advanced course in supervised counseling. In TCE 618 students gain advanced knowledge of evidence-based counseling theory, apply it during counseling sessions (100 hours total, 40 direct contact), and receive group and individual supervision on these sessions. The *practicum student role* requires preparation for and active engagement in practicum counseling experiences, group supervision and individual supervision. Doctoral practicum students are expected to have master's level professional counselor knowledge and skills at the outset and to be ethical in all their practicum activities.

## **Internship Student**

CACREP doctoral standards require 600 total hours for doctoral internship. This internship should include advanced practice in professional leadership and advocacy, counseling, supervision, and university-level teaching. Students are expected to seek out knowledge in these areas, intentionally apply this knowledge during internship activities, actively engage in group and individual supervision, utilize feedback to improve performance, and engage in assessment of their learning. Doctoral internship students are expected to be proactive and intentional in the selection of activities to develop their professional knowledge, skills, and identity and to be ethical in all their internship activities.

## **Emerging Professional and Scholar**

Ph.D level study in academic and professional programs has the intent of producing increasingly independent and skilled researchers and practitioners. Doctoral students in the role of emerging professional and scholar are expected to take increasing initiative in identifying academic and professional goals, locating curricular and extracurricular activities that will forward these goals, engaging in the scholarly literature, and forming relationships with mentors, professionals, experts, and organizations to benefit clients, supervisees, students, the profession, and themselves.

### **SECTION III. EVALUATION AND RETENTION OF STUDENTS**

In agreement with the ethical guidelines of the American Counseling Association, the OSU Counseling Program has developed the following student evaluation and retention procedures. Respecting these guidelines, the program considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and self-awareness.

Faculty members meet regularly in order to evaluate each student's progress in academic work, teaching, supervision, counseling skills, and intrapersonal/interpersonal effectiveness. Those students assessed as having difficulty will *receive written and oral feedback* concerning their progress from their adviser. All written feedback is placed in the student's central file, including any student responses to feedback received.

Students who are identified as having deficiencies are provided assistance in order to improve their performance:

#### **1. Problem Identification Meeting**

The adviser meets with the student and gives specific examples of the difficulties which have been identified by the faculty. The student and the adviser then discuss minimal change expectations and procedures. A decision is made at this time as to the seriousness of the problem, and if it is recurring. Steps for resolution are recommended and a time frame for remediation is agreed upon by both parties. A written contract is designed at this time and is signed by the student and the adviser, with the understanding that the student's progress will be reviewed by the faculty at his/her next meeting.

#### **2. Recurring or Critical Problems**

If the situation is recurring or critical, a team of staff members may be appointed to meet with the student. The concerns are delineated in writing and given to the student prior to this meeting. During this meeting, the student is given specific information about the particular problem, the steps needed for solution, and the time frame allowed prior to determining if further action must be considered. A written contract clearly stating the areas which need to be improved, and the methods and time frame needed for improvement, is designed and signed by the student and the involved faculty members. A copy of this agreement is given to the student and the original is placed in the student's central file.

### **3. Insufficient Progress, Withdrawal, Counseling**

If the student does not make expeditious progress toward resolution of the identified problem(s), and if the staff agrees that the student will not be able to successfully achieve the skills (i.e., academic, teaching, supervision and counseling) or interpersonal/intrapersonal effectiveness objectives of the program, then recommendation for withdrawal of the student from the program is considered. If this decision is made, it is then passed to the next administrative channel. Academic, vocational, and personal counseling may be suggested to the student and may include the transfer of earned credits to a new program if one is selected.

### **4. Due Process Procedures**

Unless the problem involves a major disciplinary action, all of the preceding steps are handled within the Counselor Education Program Area. The university and the program assure each student that their rights are respected and that due process is followed. If a student wishes to challenge a decision of the program regarding retention in the program, the student has the right to an appeal process. This process starts with the chair of the Department of Teacher and Counselor Education. After the chair, the process moves onto the Dean of the *College* of Education and then the Graduate School.

The Counselor Education Program Area believes that the stated procedures are in accord with accepted educational practices and the following guidelines of the American Counseling Association Ethical Standards:

Members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. The instructor must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.

In addition to Counselor Education Program Area's policies and procedures, please note the following Graduate School policies and procedures in this area:

#### **Dismissal from Graduate School**

Advanced-degree students (regular, conditionally, and provisionally admitted) are expected to make satisfactory progress toward a specific academic degree. This includes maintaining a GPA of 3.00 or better for all courses taken as a graduate student and for courses included in the graduate program, meeting departmental requirements, and participating in a creative activity such as a thesis.

If a student is failing to make satisfactory progress toward an academic degree, as determined by the major department or the Graduate School, the student may be dismissed from the Graduate School.

Any doctoral student who fails the preliminary oral examination with a committee recommendation that the student's work toward this degree be terminated may be dismissed from the Graduate School.

Any student who fails a final oral examination may be dismissed from the Graduate School.

Academic dishonesty and other violations of the Student Conduct Regulations may serve as grounds for dismissal from the Graduate School.

### **Student Conduct Regulations**

Graduate students enrolled at Oregon State University are expected to conform to basic regulations and policies developed to govern the behavior of students as members of the university community. The regulations have been formulated by the Student Conduct Committee, the Student Activities Committee, the university administration, and the State Board of Higher Education. Violations of the regulations subject a student to appropriate disciplinary or judicial action. The regulations and the procedures for disciplinary action and appeal are available via the OSU website and outlined in detail in the electronic OSU Schedule of Classes published every academic year.

### **Grievance Procedure**

All students desiring to appeal matters relating to their graduate education should request a copy of Grievance Procedures for Graduate Students at Oregon State University from the Graduate School. These procedures are also available on the web at [http://oregonstate.edu/dept/grad\\_school/current/grievance.html](http://oregonstate.edu/dept/grad_school/current/grievance.html). Graduate assistants who are not represented by the Coalition of Graduate Employees, American Federation of Teachers Local 6069 who wish to appeal terms and conditions of their employment should also refer to these procedures. Graduate assistants whose terms and conditions of employment are prescribed by the Collective Bargaining Agreement between OSU, OUS, and the Coalition of Graduate Employees, American Federation of Teachers Local 6069 should also refer to that document.

## SECTION IV: FACULTY

### Counseling Academic Unit Faculty College of Education - Oregon State University

Name	Program Role	Phone/Email	Research Expertise
Beckett, Catherine (Dr.)	Corvallis Campus, Instructor/ Doctoral Coordinator	503-319-8998 <a href="mailto:beckettl@onid.orst.edu">beckettl@onid.orst.edu</a>	Grief and Loss Counseling, Complicated Grief
Blackman, Lorie (Dr.)	Corvallis Campus, Instructor/ Courtesy Faculty	541-737-4661 <a href="mailto:blackmal@onid.orst.edu">blackmal@onid.orst.edu</a>	Interventions with Children, Assessment
Dykeman, Cass (Dr.)	Corvallis Campus, Assessment Lead	541-737-8204 <a href="mailto:dykemanc@onid.orst.edu">dykemanc@onid.orst.edu</a>	Math Anxiety Intervention, Psychopharmacology, Addiction Counseling
Eakin, Gene (Dr.)	Corvallis Campus, School Counseling Coordinator	541-737-8551 <a href="mailto:gene.eakin@oregonstate.edu">gene.eakin@oregonstate.edu</a>	School Counseling, Motivation, School Counselor Education, Wellness/Prevention
Ng, Kok Mun (Dr.)	Corvallis Campus, Interim Clinical Coordinator	541-737-3741 <a href="mailto:kokmun.ng@oregonstate.edu">kokmun.ng@oregonstate.edu</a>	Multicultural counseling; Attachment theory; Internationalization of counseling; Couples and family counseling
Rubel, Deborah (Dr.)	Corvallis Campus, CAU Discipline Liaison	541-737-5973 <a href="mailto:deborah.rubel@oregonstate.edu">deborah.rubel@oregonstate.edu</a>	Group Work, Pedagogy, Qualitative Research Methods
Stroud, Dan (Dr.)	Cascades Campus	541-322-3155 <a href="mailto:daniel.stroud@osusascades.edu">daniel.stroud@osusascades.edu</a>	Group Counseling, Supervision

## SECTION V: APPENDICES



## APPENDIX A

**MASTER'S PROGRAM CONTENT CHECKLIST FOR PH.D Students**

<b>Content Area</b>	<b>List Equivalent Graduate Level Course or Substantive Module in a Graduate Level Course and Year Completed</b>
PROFESSIONAL ORIENTATION/ETHICS	
SOCIAL AND CULTURAL DIVERSITY	
HUMAN GROWTH AND DEVELOPMENT	
CAREER DEVELOPMENT	
HELPING RELATIONSHIPS	
GROUP WORK	
ASSESSMENT	
RESEARCH AND PROGRAM EVALUATION	

*Please refer to CACREP (2009) G.1-8 for descriptions of the content areas*

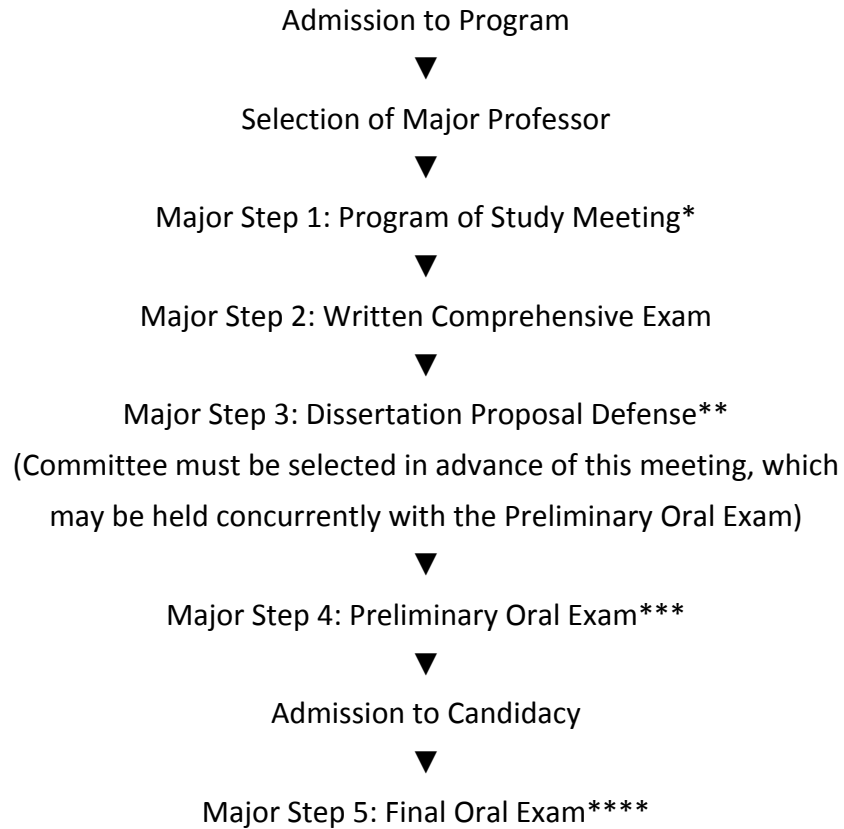
## APPENDIX B

**Course Requirements for Ph.D Program with a Major in Counseling**

<b>TCE</b>	<b>Course Title</b>	<b>Credits</b>
X	Master's Transfer	56
603	Dissertation	36
617	Advanced Supervision	3
618	Doctoral Practicum	9
619	Doctoral Internship	7
634	Advanced Counseling Practice II	3
612	Qualitative Research I	3
613	Qualitative Research II	3
662	Quant. Research and Statistics I	3
663	Quant. Research and Statistics II	3
664	Quant. Research and Statistics III	3
665	Publications Methods in Counselor Education	3
667	Advanced Assessment	3
668	Advanced Career & Consult	3
671	Advanced Group	3
681	Advanced Diversity and Social Justice	3
696	Counselor Education	3
697	Supervision	3
	<i>total credits</i>	150

## APPENDIX C

## Steps in Ph.D with a Major in Counseling Program



\* An official Graduate School event. See Graduate School website for required checklist. See appendix for sample of correctly filled out program of study form.

\*\*See Appendix L for Counseling Unit Policies for Proposal Defense.

\*\*\* See Appendix M for Counseling Unit Committee Composition Policy

\*\*\*\*An official Graduate School event requiring event scheduling. See Appendix G for event scheduling form. See Appendix M for “Preliminary Oral Exam Rubric”

## APPENDIX D

## Format Options for the Dissertation

nota bene: the dissertation elements required for the proposal defense are italicized.

### **Standard Document Format (Traditional-Style):**

Refers to one thesis document that addresses a single theme. The Pretext Pages, Introduction, Conclusion, and Bibliography are **mandatory**. Your committee determines the additional chapters; you choose the chapter titles. The following parts comprise the Standard Document Format:

Pretext Pages  
*Chapter 1 – Introduction*  
*Chapter 2 – Literature Review*  
*Chapter 3 – Materials and Methods*  
Chapter 4 – Results  
Chapter 5 – Discussion  
Chapter 6 – Conclusion  
*Bibliography*  
*Appendices*

### **Manuscript Document Format (Contemporary-Style, Article-Style):**

Is a single thesis document made up of several scholarly manuscripts or journal articles addressing a common theme. All manuscripts/articles must be related or address a single, common theme. You must be the primary author of each manuscript. Co-authors other than your major professor must be mentioned in a Contribution of Authors page (see Figure 9, page 8) in the pretext section of the document. The following parts comprise the Manuscript Document Format:

*Pretext Pages*  
*Chapter 1 – General Introduction (common introduction linking all manuscripts thematically)*  
*Chapter 2 – First Manuscript*  
*Chapter 3 – Second Manuscript (Parts I & III)*  
    I. *Introduction (including rationale for study)*  
    II. *Review of the Literature*  
    III. *Materials and Methods*  
    IV. *Results*  
    V. *Discussion*  
*Chapter 4 – General Conclusion (common conclusion linking all manuscripts thematically)*  
*Bibliography (common bibliography covering all manuscripts, although each manuscript may have its own reference section)*  
*Appendices*



## APPENDIX E



**COLLEGE OF EDUCATION  
DISSERTATION/THESIS PROPOSAL APPROVAL**

Student Candidate: \_\_\_\_\_

Date:

Degree:

Major: Counseling

Format (check one): \_\_\_\_\_ Standard      \_\_\_\_\_ Manuscript

Thesis Research Title:

*We approve the dissertation research as described in the attached proposal:*

Committee Member Signatures

Major Professor \_\_\_\_\_

Member #1 \_\_\_\_\_

Member #2 \_\_\_\_\_

Member #3 \_\_\_\_\_

Member #4 \_\_\_\_\_

Graduate Council Rep (optional) \_\_\_\_\_

## APPENDIX F

**OSU College of Education  
Ph.D with a Major In Counseling  
Written Comprehensive Exam Guidelines**

### **I. Overview of the Written Comprehensive Exams**

Most doctoral programs have a written "comprehensive exam" with the following purposes:

1. *Establish* that the student has achieved some prerequisites necessary to successfully undertake the more independent work required for the dissertation project (in most cases, this includes having acquired an agreed upon body of knowledge and research methodologies).
2. *Provide* a "check point" that would enable both student and faculty to decide whether it is worth continuing in the doctoral program, before entering its most demanding and time consuming stage.
3. *Establish* the student's advanced mastery of the CACREP core areas.

The written comprehensive exam requirement for students in the Ph.D with a Major in Counseling program is intended to fulfill all the functions articulated above.

### **II. Criteria for Evaluation of the Written Comprehensive Exams**

*Student's ability to write in a coherent, clear and scholarly way:*

1. the reader can understand the points the student is trying to convey
2. arguments are logical and well constructed
3. appropriate evidence is provided in support of claims made
4. material is well organized
5. quality and style of writing indicates potential for scholarly writing
6. citations are done according to one of the established formats
7. document is, within reason, free of grammatical and mechanical errors

*nota bene:* see scoring rubric in Appendix F.

### **III. Format of the Written Comprehensive Exam**

Each Ph.D candidate in Counseling is required to write a half-day written comprehensive examination. The student will be given 4 randomly selected questions from the 11 content areas below and one hour to write each question. Following is a description of general content that will aid candidates as they prepare for the examination.

The written comprehensive examination is designed to evaluate the student's knowledge in several topical areas distributed about equally across questions about theory, research, and teaching. This knowledge may be acquired through Ph.D core courses, program courses, and supplementary readings. The exam will include questions from the following topics:

1. Theoretical systems of individual counseling and their application to the preparation of counselors.
2. Theoretical systems of group counseling and their application to the preparation of counselors.
3. Theoretical systems of consultation and their application to the preparation of counselors.
4. Theoretical systems of career counseling and their application to the preparation of counselors.
5. Theories and methods for collecting and interpreting appraisal data about individuals and groups and their application to the preparation of counselors.
6. Legal and ethical issues in counseling and their application to the preparation of counselors.
7. Theory, practice and research in counselor supervision.
8. Theory, practice and research in social justice and diversity and their application to the preparation of counselors.
9. Qualitative and quantitative research design in Counselor Education.
10. Statistical analyses in Counselor Education.
11. Theories and practice related to grief, loss, and trauma.

#### **IV. Time and Place of the Written Comprehensive Exams**

The Ph.D in Counseling Written Comprehensive Exams will typically be given on the following dates each year unless that day falls on a federal holiday:

1. Third Friday of Fall Term.
2. Third Friday of Spring Term

The student is responsible for making proctoring arrangements, as per program guidelines and requirements, in the geographic area in which s/he wishes to take the exam.

## **V. Retaking the Written Comprehensive Exam**

Students may sit for the exam (whether partial or full) no more than three times in total.

## **VI. Exceptions**

Once the half-day examination writing process has begun, if a student elects to terminate the examination for his/her own reasons, it will be considered an unsuccessful examination. The student's program committee will determine if the written examination is to be repeated.

## **VII. References**

Council for Accreditation of Counseling and Related Educational Programs (2000). *CACREP Accreditation Standards and Procedures Manual*. Alexandria, VA: Council for Accreditation of Counseling and Related Educational Programs.

Oregon State University (2003). *Oregon State University Bulletin: Graduate Catalogue*. USPS 411-520 (246). Corvallis, OR: Office of University Publications.

## APPENDIX G

**Ph.D in Counseling Written Comprehensive Exam Scoring Rubric**

Student Exam #: \_\_\_\_\_

Examiner: \_\_\_\_\_

Quarter/Year of the Exam: \_\_\_\_\_

Question	A. Demonstrated understanding of content area	Supported contentions with logical arguments	Provided evidence for contentions	Used adequate organization, style and grammar	Used credible references	B. total
1						(minimum score 4)
2						(minimum score 4)
3						(minimum score 4)
4						(minimum score 4)
<i>Total</i>	A. (minimum score 4)					B. (minimum score 16)

**Scoring Key:** 0 = unacceptable, 1 = pass

**Minimum Passing Score:** Minimum score of 4 in column A, and a minimum score of 4 on any given question. A failed question is one that does not demonstrate understanding (column A score of 1) AND/OR receives a total of less than 4 in column B.

**Reexamination Policy:**

1 Questions Failed: Reexamined during Preliminary Oral Exam

2 Questions Failed: All failed questions reexamined at next schedule exam.

3+ Questions Failed: All questions (failed or passed) reexamined at next schedule exam.

Please note that students are permitted to sit for the exam no more than three times in total.



## Appendix H

## EVENT SCHEDULING FORM

<b>Last Name</b>		<b>First Name</b>		<b>Middle Initial</b>	
	<b>Former Name</b>				
<b>Student ID#</b>		<b>Email Address</b>			

**Please Note:** Complete this form and submit it to the Graduate School at least one week prior to an oral preliminary exam or master's defense and two weeks prior to a Ph.D final defense.

<input type="checkbox"/>	<b>Oral Preliminary Exam</b> (Ph.D students only)
<input type="checkbox"/>	<b>Final Exam or Thesis Defense</b>
<input type="checkbox"/>	<b>Thesis Option</b>
<input type="checkbox"/>	<b>Non-Thesis Option</b>

<b>Degree</b>		<b>Major</b>	
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<b>Campus Address</b> (If no campus address, please supply home address.)	
<b>Day Phone Number</b>	

### WHEN AND WHERE

<b>Date of Event</b>		<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> Th	<input type="checkbox"/> Fri
<b>Time</b>						
<b>Building</b>						
<b>Room</b>						

### COMMITTEE MEMBERS

Name	Role	Department

<b>OFFICE USE ONLY:</b>		<b>Date Confirmation Mailed</b>	
<b>Registration Confirmed</b>		<b>Date Thesis Mailed</b>	

## Appendix I

**Appendix J:  
Ph.D In Counseling Master Schedule**